BASKET BALL FOR WOMEN

ALICE W. FRYMIR

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BASKET BALL FOR WOMEN

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Basket Ball for Women

How to Coach and Play the Game

BY

ALICE W. FRYMIR, B.S.

FORMERLY DIRECTOR OF ATHLETICS FOR WOMEN, BATTLE CREEK COLLEGE, MICHIGAN, MEMBER OF NATIONAL COMMITTEE ON WOMEN'S ATHLETICS OF THE AMERICAN PHYSICAL EDUCATION ASSOCIATION, 1924-1927

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To

MY TEAMMATES OF HIGH SCHOOL
AND COLLEGE DAYS THIS
BOOK IS DEDICATED

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PREFACE

The need for a book on basket ball for women which would include not only the fundamental and advanced technique but all points relative to the game of basket ball on which there has been misunderstanding and controversy, supplied the compelling urge for the author to write this volume.

It is hoped that the coach and the student may be aided in establishing higher standards in basket ball for girls and women.

The writer has enjoyed many years as a player and has had experience in coaching the game in high school, in a State Teachers College and in the major department of physical education at Battle Creek College. A careful study was made of the literature pertaining to fundamental individual technique as employed by the men and I am duly grateful to

the authors for many points I gained from their writings.

I am gratefully indebted to my instructors and coaches of athletics in high school and college for the basic knowledge I have received from them in the technique of basket ball and the ideals of sportsmanship; to my teammates for the real joy of playing which has kept alive my keen interest in the game; to all my students at Battle Creek College for their cooperation and to the few who so willingly posed for the illustrations; to my parents, whose interest in my activities has made possible my development.

Grateful acknowledgment is given to Pauline Fredericks, present Director of Athletics for Women at Battle Creek College, for a few of the illustrations; to Hazel Cubberly, University of California at Los Angeles, and her students for the group illustrations. For helpful criticisms and suggestions I am indebted to Hazel Cubberly; to Ethel Perrin, American Child Health Association; to Gladys Palmer,

Ohio State University; to Germaine Guiot of the University of Southern California; to Doris Pettengill, Arlington Public Schools, Massachusetts; and to Ethel Wigmore, Medical Librarian, for the references at the close of Chapter II.

ALICE W. FRYMIR.

February, 1928.

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INTRODUCTION

There is one lesson at all Times and Places—
One changeless Truth on all things changing writ,
For boys and girls, men, women, nations, races—
Be fit—be fit! And once again, be fit!
—KIPLING.

IN our zeal for promotion of what we are convinced is a good thing we sometimes lose sight of our original goal and we arrive at quite a different station. Sometimes a small beginning grows in an unexpected right direction and then we point with pride at the full grown product and say, "See what I did." But when it grows in the wrong direction and develops into a problem case we are apt to look about for causes other than our own responsibility. When we look into the archives of basket ball we find that in 1899, a very earnest group of women was asked to serve as a committee for the purpose of adapting the new

game to the needs of girls and women. The committee felt that basket ball offered just what they were looking for, namely, something which would stimulate the interest of girls in healthful recreation; something to give an opportunity for a gain in physical and social growth.

Claims were made for such gains in boys through participation in athletic competition, so why not give the girls a chance? But experiments in this new game of basket ball with a few girls at Smith College showed that a modification was necessary in order to guard against overfatigue, and in the light of these early experiences the committee wrote the first "Girls' Rules for Basket Ball," twenty-nine years ago, and as Miss Frymir points out in her chapter entitled "History and Development of Basket Ball for Women," the two essential changes have remained, dividing the court, and eliminating snatching and batting the ball. Up to this time there was no strenuous or absorbing game for the rank and file of

girls and they jumped at the opportunities in basket ball faster than good leadership could be provided. The reason for the popularity of the game is stated in Chapter XVIII as follows: "It (competition) is the one element which has popularized the game with both boys and girls. It has its appeal to the innate fighting instinct which has been inherited for generations." The very force that appealed to the committee as the promoting power, proved to be a boomerang when used to excess.

The desire to own something which can win over all comers has led to the development of superbasket ball teams of girls, many in the adolescent stage of development, with the inevitable result that winning the game looms much larger in the minds of the backers of the teams, including the coaches, than the welfare of the participants. Miss Frymir realizes this danger and keeps the girl, with her many needs and personal problems, constantly before us, rather than the game or the winning team. This is the outstanding merit of the

book and the interesting point is the fact that while it is written primarily as a technical aid to the best possible playing of the game, health and character development are kept always in the foreground. One other point, opportunity for all rather than the chosen few, is stressed throughout the book. This is handled with great care, even giving consideration to those for whom basket ball is too strenuous.

In the minds of the men and women who are trying to shape the policies of "Women's Athletics" there is still a doubt as to the advisability of bringing together the best performers of the community, or state, or country, in order to give them the satisfaction of proving their worth among those who have also risen to the top. In her chapter on "Competition" Miss Frymir has handled this subject admirably and has pointed the way toward this last step in competition, but only after the high standards which she has set as of greatest importance have been fully reached.

As a member of the committee which put into print the first material on basket ball for women, I bid this great-grandchild God-speed.

ETHEL PERRIN,

Staff Associate
Division of Health Education
American Child Health Association.

April, 1928.

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BASKET BALL FOR WOMEN

CHAPTER I

HISTORY AND DEVELOPMENT OF BASKET BALL FOR WOMEN

The indoor game of basket ball is unique in that it was originated or invented to meet the need for a competitive game that could be played during the winter months as football is played in the fall and baseball in the spring.

In 1892 Dr. James Naismith of the Young Men's Christian Association College in Springfield, Massachusetts, formulated the rules for the game. Keen interest developed, and the game spread rapidly to all sections of the United States and to foreign lands.

Baseball, lacrosse, football and other of the traditional sports had their origin centuries

ago, having evolved as to rules, players, and team formation through the years. The fundamental characteristics of the traditional team games are similar, and in this respect basket ball does not differ. Competition, the outstanding characteristic, demands of the player endurance, skill, strategy, and initiative. Basket ball is essentially a team game. The demands for the success of the team are coöperation, subordination of the individual to the group, quick decisions and response, and a high development of coördination. Leadership is especially developed because each player shows her own responsibility during play by meeting the exigencies of play with resourcefulness and initiative, but at the same time fitting in with the established routine of play, for the perfection of the team-element of the game.

At first the equipment used was most inadequate. Peach baskets suspended ten feet from the floor were used as goals. The ball used was a football. The backboard in some in-

stances was made of wire screening. Gradually the equipment changed, and in 1898 the ring now in use for goals was adopted.

In the early stage of the game the team consisted of as many as nine to fifty players. The number of players was rapidly reduced until now the men use five players and the women six. When nine players constituted the men's team, the players were designated as home or center forwards, right and left wings, center, two side centers, goalkeeper and two guards. Soon, however, the size of the floor determined whether the team should be composed of five, seven, or nine players. About a year after the game was invented the number of players was fixed at five and has so remained for the men.

At first, the ball was put into play by the official, who tossed it into the center of the playing court. This was the signal for the players, lined up at either end of the court, to rush for the ball. Within a year or two the method now used was devised, and at about

the same time the size of the ring and the ball was standardized.

The court was at first divided somewhat in the same manner as adopted by the women at a later date.

The characteristic features of the game as we know it to-day were established by 1894; since that date few fundamental changes have been made. Thus the game was standardized for the men after but three or four years of experimentation.

The first set of rules was published in 1893 and put in use in the Y.M.C.A.'s. The Amateur Athletic Union, professional leagues, and the National Collegiate Athletic Association each adopted its own set of rules. The progress of the game was naturally hindered by such a difference in rules, so that a Joint Rules Committee composed of representatives from each of these organizations met in 1915 and formulated a uniform code of rules now known as the Official Rules. This standardization of the game has given great impetus to the de-

velopment of a scientific game and uniformity in refereeing.

The game because of the simplicity of rules, and the small playing space and few participants necessary, as well as the comparative inexpensiveness of equipment, has become popular throughout the country. Basket ball is the one game which has been adopted in junior and senior high schools, colleges and universities, churches, athletic clubs, Y.M.C.A.'s, Y.W.C.A.'s, professional organizations, business and industrial plants, community centers, and playgrounds. The game is adaptable for playing by young as well as by mature men or women, and by any kind of group. Thus it is that basket ball is rightly called America's "national indoor game."

As early as 1892 the game of basket ball was being played under modified rules by the women at Smith College. Within the next few years the game became popular among girls and women throughout the United States. In some localities and colleges special codes

of rules were drawn up with certain modifications. Keen dissatisfaction arose from the fact that scarcely two educational institutions for women were playing under the same rules In the majority of secondary schools and clubs throughout the United States the girls were aping the game as played by the men.

"At the Conference of Physical Training held at Springfield, Massachusetts, from June 14 to 28, 1899, a committee was appointed to investigate this matter, and to draw up rules which should voice the different modifications used all over the country as much as possible."[1]

The first committee was composed of the following women, who at that time held the positions indicated: Alice Bertha Foster, Director of Physical Training for Women, Oberlin College, Chairman; Ethel Perrin, Instructor of Gymnastics, Boston Normal School of Gymnastics; Elizabeth Wright, Director of

[1] "Basket Ball for Women," American Sports Publishing Co., New York City, 1905.

Physical Training, Radcliffe College; Senda Berenson, Director of Physical Training, Smith College.

The committee made the following report:

"The committee respectfully recommends:

"*First*—That the Conference give its approval to the publication of a set of rules for basket ball for women, based on the official rules, but with such modifications as seem desirable.

"*Second*—That these rules be offered for publication either with the Spalding Official Rules, or by the Spalding Athletic Library, together with some articles discussing the use of the game by women.

"*Third*—That the leading institutions wherein the game is played by women be consulted, asking suggestions as to modifications thought necessary.

"*Fourth*—That this guide be edited by Miss Senda Berenson of Smith College.

"*Fifth*—That the changes made in the rules be as follows: * * *" [2]

[2] "Basket Ball for Women," American Sports Publishing Co., New York City, 1905, p. 9.

The following vote passed at the Springfield Conference:

"That the Conference give its approval to the publication of a set of rules for basket ball for women, based on the official rules, but with such modifications as seem desirable." [3]

Thus it was that the first basket ball rules for women were drawn up as much like the Y.M.C.A. rules in wording as was permitted with the different rulings.

In 1899 the chief modifications made in the Y.M.C.A. rules to adapt the game to women were (1) the division of the court into three equal parts to lessen the tax on the individual players when on a large floor, (2) the elimination of "star playing," (3) the encouragement of combination plays, (4) the equalization of team-work, and (5) the removal of undue physical exertion.

Snatching and batting seemed the chief element toward encouraging rough play in the

[3] "Basket Ball for Women," Preface, American Sports Publishing Co., New York City, 1905.

game. This means of obtaining the ball was eliminated. To keep the game fast, then, a rule was made allowing but three seconds, under penalty of a foul, to the player holding the ball.

Many felt there was a possible danger in using the dribble. A ruling was, consequently, made that allowed the player to bounce the ball only three consecutive times. This rule has since been changed, as we know, to a "one-bounce" dribble.

The original official men's rules allowed five on a team. This rule was changed to allow from five to ten players on a team, according to the size of the court. The present rules on this point read: "The game of basket ball for women is played by two teams of not less than six nor more than nine players each."

Many minor changes have been made in the intervening years, but in general the game has retained the main points as recommended by the first committee. The rules as adopted were not revised in any detail until October,

1905. Since that time revisions have been more frequent. In the main, however, the game remains the same.

The division of a small court into two sections was a step forward. Certainly better team play is possible if the players have room in which to shift positions.

Some women favor the elimination of the present guarding rules (horizontal guarding), and recommend as a substitute the privilege of one hand on the ball. Much may be said for and against this. If the player is coached to intercept and secure the ball before the opponent receives it, a fast game may be developed without the need for a close, holding type of game.

At the Second Annual Congress of the Playground Association of America, held in New York from September 8 to 12, 1908, a special conference was given to the discussion of athletics and sports for women. The point stressed throughout was that girls should play according to girls' rules in each sport, and

that strict supervision under the direction of women coaches be maintained. A point well made at this time was that the game should be played "more and more for the fun and joy of recreation that come with playing the game in the right spirit." One can but wish that the spirit of that meeting might have reached over the entire country and saved the girls' sports from the evils that have befallen the men's sports. Because of the general conditions surrounding the playing of basket ball and other sports for women, a conference was called at Washington, D. C., April 6 and 7, 1923, by Mrs. Herbert Hoover, at the suggestion of the National Amateur Athletic Federation. The women in attendance at this conference were recognized leaders in the various related fields of hygiene, physical education, and physical recreation from many leading institutions and organizations throughout the United States. The outstanding result of the conference, after frank and full discussion of the vital questions regarding

girls' and women's athletics, was the adoption of the following resolutions, which now stand as the platform of the Women's Division of the National Amateur Athletic Federation:

Resolutions

1. *Resolved*, That it be noted that the term "athletics" as used in this conference has often included the problems connected with all types of non-competitive as well as competitive physical activities for girls and women.

Whereas, The period of childhood and youth is the period of growth in all bodily structures; and

Whereas, A satisfactory growth during this period depends upon a large amount of vigorous physical exercise; and

Whereas, The strength, endurance, efficiency, and vitality of maturity will depend in very large degree upon the amount of vigorous physical exercise in childhood and youth; and

Whereas, Normal, wholesome, happy, mental and emotional maturity depends in large part upon joyous, natural, safeguarded, big-

muscle activity in childhood and in youth; therefore, be it

2. *Resolved,* That vigorous, active, happy, big-muscle activity be liberally provided and maintained and carefully guided for every girl and boy; and

That all governments—village, county, state, and national—establish and support adequate opportunities for a universal physical education that will assist in the preparation of our boys and girls for the duties, opportunities, and joys of citizenship and of life as a whole.

3. *Resolved,* That there be greater concentration and study on the problems and program of physical activities for the pre-pubescent as well as for the adolescent girl.

4. *Resolved,* In order to develop those qualities which shall fit girls and women to perform their functions as citizens,

(a) That their athletics be conducted with that end definitely in view and be protected from exploitation for the enjoyment of the spectator or for the athletic reputation or commercial advantage of any school or other organization;

(b) That schools and other organizations

shall stress enjoyment of the sport and development of sportsmanship, and minimize the emphasis which is at present laid upon individual accomplishment and the winning of championships.

5. *Resolved*, That for any given group we approve and recommend such selective administration of athletic activities as makes participation possible for all, and strongly condemn the sacrifice of this object for intensive training (even though physiologically sound) of the few.

Whereas, A rugged, national vitality and a high level of public health are the most important resources of the people.

6. *Resolved*, That

(a) Competent women be put in immediate charge of women and girls in their athletic activities, even where the administrative supervision may be under the direction of men;

(b) We look toward the establishment of a future policy that shall place the administration as well as teaching and coaching of girls and women in the hands of carefully trained and properly qualified women; therefore be it

7. *Resolved*, That the teacher training

school, the colleges, the professional schools, and the universities of the United States make curricular and administrative provisions that will emphasize

(1) Knowledge of the basic facts of cause and effect in hygiene that will lead to the formation of discriminating judgment in matters of health;

(2) Habits of periodical examination and a demand for scientific health service, and

(3) Habits of vigorous developmental recreation.

To this end we recommend that

(a) Adequate instruction in physical and health education be included in the professional preparation of all elementary and secondary school teachers;

(b) Suitable instruction in physical and health education be included in the training of volunteer leaders in organized recreation programs;

(c) Definite formulation of the highest modern standards of professional education for teachers and supervisors of physical education and recreation, and the provision of ade-

quate opportunity for the securing of such education.

8. *Resolved*, That in order to maintain and build health, thorough and repeated medical examinations are necessary.

9. *Resolved*, Since we recognize that certain anatomical and physiological conditions may occasion temporary unfitness for vigorous athletics, therefore effective safeguards should be maintained.

Whereas, We believe that the motivation of competitors in athletic activities should be that of play for play's sake; and

Whereas, We believe that the awarding of valuable prizes is detrimental to this objective; be it

10. *Resolved*, That all awards granted for athletic achievement be restricted to those things which are symbolical and which have the least possible intrinsic value.

11. *Resolved*, That suitable costumes for universal use be adopted for the various athletic activities.

Whereas, We believe that the type of publicity which may be given to athletics for women and girls may have a vital influence

both upon the individual competitors and upon the future development of the activity; be it

12. *Resolved,* That all publicity be of such a character as to stress the sport and not the individual or group competitors.

Whereas, Certain international competitions for women and girls have already been held, and

Whereas, We believe that the participation of American women and girls in these competitions was inopportune; be it

13. *Resolved,* That it is the sense of this conference that in the future such competitions, if any, be organized and controlled by the national organization set up as a result of this conference.

14. *Resolved,* That committees be appointed for study and report on the following problems:

(a) Tests for motor and organic efficiency;

(b) The formulaton of a program of physical activities adapted to various groups of the population;

(c) The relation of athletics to the health of the pre-pubescent and post-pubescent girls;

(d) Scientific investigation as to anatomi-

cal, physiological and emotional limitations and possibilities of girls and women in athletics, and a careful keeping of records in order that results may be determined.

15. *Resolved*, That the sincere and hearty thanks of the members of the conference on athletics and physical recreation be extended

(a) To the National Amateur Athletic Federation for its suggestion that this conference be called; and

(b) To Mrs. Herbert Hoover for her vision and devotion in organizing this conference and in making possible the vitally significant achievement of coördination of the various agencies for women's athletics.

16. *Resolved*, That the National Amateur Athletic Federation be requested to publish these resolutions and to distribute them

(a) To all members of this conference;

(b) To all present members of the National Amateur Athletic Federation;

(c) To the Associated Press;

(d) To the American Physical Education Association with the request that they be copied and distributed to all members of the Springfield convention.

At the annual convention of the American Physical Education Association at Springfield, Massachusetts, on April 11, 1923, the newly organized National Committee on Women's Athletics approved of the resolutions as adopted by the Washington Conference which have particular bearing upon intermural and intramural competitions, and formulated the following:

RESOLUTIONS 4, 5, 6, 10, 11, 12

Whereas, We endorse the foregoing resolutions; and

Whereas, We believe them to express the fundamental policies upon which any competition in athletics for girls and women should be based; be it therefore

1. *Resolved*, That no consideration of interinstitutional athletics is warranted unless

(a) The school or institution has provided opportunity for *every girl* to have a full season's program of all-round athletic activities of the type approved by this committee;

(b) *Every girl* in the school or institution (not merely the proposed contestants) actively

participates in a full season of such activities and takes part in a series of games within the school or institution;

(c) These activities are conducted under the immediate leadership of properly trained women instructors who have the *educational value* of the game in mind rather than *winning*.

2. *Resolved*, That in cases where the foregoing conditions obtain, and proper and responsible authorities (preferably women) deem it desirable *educationally* and *socially* to hold inter-institutional competitions, the following requirements should be observed:

(a) Medical examination for all participants.

(b) No gate money.

(c) Admission only by invitation of the various schools or institutions taking part, in order that participants may not be exploited.

(d) No publicity other than that which stresses only the sport and not the individual or group competitors.

(e) Only properly trained women instructors and officials in charge.

Note.—The committee feels that it is questionable whether inter-institutional athletics

are ever warranted for children under high school age, except when such competition is conducted by the chart system or communications by mail, telegraph, etc.

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CHAPTER II

THE COACH

Physical Ideals

Basket ball is one of the most strenuous games in our sports program for women. The conditions as well as the rules under which the game is played partially make it so. The court is small in comparison to the hockey or soccer field, and the ball is almost constantly in motion. This fact alone makes it a game of physical endurance. Added to this is the difficulty of playing on a hard-surfaced floor, with sudden stops and frequent starts and dashes. The game is usually played indoors, and too frequently in ill-ventilated rooms.

It is generally agreed that boys' rules are conducive to a more strenuous game than are girls' rules. The division of the court in the

girls' game allows an occasional pause in her playing, and the division of the playing time into quarters gives the girl a short period of rest. These rest periods, though of short duration, lessen the strain on the heart.

The strenuousness of the game should restrict it from being played by very young girls. Girls of junior high school age should play games of lower organization involving the same technique, such as captain ball, end ball, nine-court basket ball, so that the elementary techniques may be acquired before the girls reach high school.

We know, and should take into account, that the physiologic changes of high school age and just before are in many respects the most important of any that occur in the developing life of the individual from birth to womanhood. The body at this time has its most rapid growth and parts do not grow in ratio. The heart increases rapidly in size relative to the blood vessels. The pelvic region undergoes important pubertal changes which help better

to sustain the viscera. The sexual organs develop rapidly. A marked increase in lung and chest capacity may be observed. There are marked tendencies of emotional instability. It is the time when all excess energy is needed toward the harmonious accomplishment of these natural physical changes. It is the privileged duty of the physical education instructor or coach to plan an activity program which will be safe and sane and will include every individual.

Is basket ball a game every girl should play? Are the results worth while? The average girl should be able to participate in the playing of basket ball, provided:

1. She has had a physical examination and the findings warrant her engaging in strenuous activity.

2. She plays a game suited to her; that is, she plays under girls' rules.

3. She plays under the direction and supervision of a trained woman who understands the physiology of her sex and appreciates the

importance of safeguarding the normal bodily changes.

4. She is practising and living under conditions favorable to a normal development which will tend to keep her in a physical condition necessary for strenuous activity. Especially the need of good food, plenty of fresh air, sleep, proper and sufficient clothing and hygienic conditions should be emphasized.

5. She does not participate in the practise or playing of the game during the first three days of her menstrual period.

6. The woman instructor, or coach, is aware of the physical condition of the player at all times, as evidenced by fatigue, breathlessness, or pallor during the playing periods.

7. The woman instructor carefully supervises the length of actual scrimmage playing time. Short periods of play, followed by a longer period of rest, at the beginning of the season should be customary and never should the playing period exceed ten minutes. We

want to stimulate instead of exhaust the individual.

An argument may arise from the assumably dogmatic statement above relative to the girl not being allowed to participate in the practise or playing during the first three days of her menstrual period. For the reason that there has not been any definite physiological data available other than a consensus of opinion, which has been based on observation rather than facts, concerning the effects of strenuous activity on the menstrual period, is it not wise to be on the safe side, which, at least, will build and not harm?

A girl should be encouraged to feel free in reporting to the coach the reason for not participating, whether because of menstruation or otherwise. This alone is sufficient reason for having a woman and not a man in direct supervision of all girls' sports. The coach should create an honor system to handle the situation, after a full discussion of the problem is had with the girls.

Girls in their eagerness and enthusiasm to play the game are apt to overlook these safeguards. The coach must, therefore, protect them and make every effort to raise the vitality of the girls in her charge.

The instructor or coach has lost sight of the educational and physiologic value of sports if she fails to provide the opportunity: (1) for participation by *all* the girls throughout the season who report for basket ball, and (2) for participation in a less vigorous sport or other physical activity by those girls who are physically unable to play basket ball.

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CHAPTER III

THE COACH

Social Ideals

Good sportsmanship "is a moral quality like honesty, truthfulness, loyalty, coöperation, all of which it in fact includes, and it is in no way biologically inheritable. In the beginning it can be induced only through a definite program of education, combined with willful practise. With continued practise, the activities involved become conduct habits and are followed as a matter of course. Continued under these conditions they become customs and traditions and are accepted as the only methods of conduct." [1] The coach has a greater influence in the development of sportsmanship than perhaps any other person with

[1] Staley, Seward C.: "Program of Sportsmanship Education," *University of Illinois Bulletin*, No. 28, Vol. 21, No. 49.

whom the player comes in contact. The high-school coach should not be forgetful of the fact that our ideals come to us at adolescence and develop later.

The development of these character traits in the players is partially obtained by the example of the coach in setting a high standard of conduct. Opportunity is given the coach to set up such standards by her attitude toward the rules, that is, abiding by the spirit of the rules. If the coach accepts gracefully the penalty enforced during the game, the players will do likewise. The attitude of the coach toward the officials should be one of confidence and respect. It is very poor policy for the coach to raise with an official any question concerning interpretation of rules of the game between halves. If any differences of opinion arise it is best to take them up in private conference with the officials at a subsequent meeting.

The coach should feel as responsible for the treatment of an official as for a guest. The

players will likewise treat the opponent players.

Throughout the practise schedule the desired loyalty to the team should be created. Coöperation is a concomitant factor or outgrowth of perfected team-play.

A coach is both respected and liked if she is thoroughly familiar with her work and is able to teach what she knows, is congenial, and impartial.

Interest in the group and work means much to the players. A more intimate relationship between the coach and the player may be established if the coach dresses in uniform, so that she is able to demonstrate now and again when necessary.

To mix with the students is commendable, but familiarity should be strictly avoided in order to maintain the respect which should exist between student and faculty, player and coach. Develop loyalty by example. It is a deplorable thing to ask your team to win for

your sake. Loyalty is an outgrowth of the respect the coach is able to command.

Remember that "sarcasm is a mean abuse of power" and gains nothing. How much better to give a quiet word of disapproval which is sincere and full of meaning.

Encouragement at the right time is good for every one, but is especially needed by the timid individual. Be cautious in sympathizing with the person who has a slight or imaginary ailment. Advise her, but do not cater to her whims lest a chronic ailment develop. Frequently a girl adopts this method to gain attention. Common sense, after some experimentation, will usually guide the coach in the best method to pursue with different types of girls.

An experienced coach, knowing she is respected, should invite opinions and ideas from her players, so that they may feel a part of the mind of the team.

The coach should ever be mindful that the joy of playing should be the goal and ultimate

reward of the players. Winning the game is desirable and commendable, but should not be held paramount. Players should be selected who are good sportswomen.

The Sportsman

When you have learned to see another win
  The victory you hoped yourself to gain,
To bear your failure bravely and come in
  And seek not to excuse it or explain;
When you can take defeat with decent grace,
As one with sportsmen you shall have a place.

When joy of battle thrills you to the soul,
  And when the game means more than paltry prize
And a fair fight is greater than the goal,
  And being true excels being overwise—
When this you've learned, and practise, come what may,
Men shall respect you and admire your play.

When you can make mistakes and pay their cost,
  When you can fail and never blame your luck

Or give some paltry reason why you lost—
Seeking to strike, can smile at being struck,
When you can take from others what you'd give,
You will have learned just how to play and live.

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CHAPTER IV

COURTS, EQUIPMENT AND COSTUME

Courts

The size of the playing area available should be studied carefully before the field is laid out to determine the type of game to be played, the two or three-court game. It is needless to go into detail concerning the maximum and minimum size of the court, as that information is to be found in the Official Basket Ball Rules for Women. The three-court game should be adopted for high school playing when the space available is seventy or more feet; the two-court game, however, should be adopted if the playing space is small. Basket ball is an open game, and space is required if the girls' game develops into a fast team game. The exhaustive element of stopping and start-

ing is greatly increased when the three-court game is played on a small space.

College women should be able to play a more strenuous game than the high school player, as well as one which presents greater opportunity for advance team-play. As a result of the athletic program in her elementary and high school education, she should be equipped with habit skills. The college woman should be ready to improve her game by advanced use of offensive and defensive plays, as the habit skills should have become reflex actions. For this reason the two-court game should be adopted for her use, as it affords a greater range of possibility in the development of definite formation plays. It is probably advisable in the present stage of the game to use the three-court game if the maximum size playing space is available.

The ventilation should supply fresh air at all times. A temperature of 60 degrees Fahrenheit is ideal.

The floor markings should be clear. If the

floor is constantly used it is well to have the marks painted twice a year. If the floor is used for social dancing, no wax should be used, as it is difficult to remove and ruins the floor for the playing of fast basket ball. Craig Ruby advises the use of borax powder, which for dancing produces virtually the same effect as wax and is easily removed by mopping the floor.

The space outside the boundary lines should be kept free of obstructions, such as apparatus and bleachers, otherwise there is danger of injury to the player.

Backboard

The type of backboard most generally used is made of wood. If wooden backboards are used they should be well braced so that they are absolutely rigid. The preferable type is the one suspended from the ceiling so that the court is free from obstruction under the basket. Glass backboards are very expensive and are frequently broken.

White paint on a glass backboard does away with the mirror effect. White paint on a wooden backboard gives a better vision of the basket.

Rings and Nets

The rings and braces sold by the sporting goods manufacturers are, in general, satisfactory. They are usually of light construction and do sometimes break. A heavier ring and brace may be secured. There is a special ring on the market which eliminates the side braces, hence the ball very seldom, if ever, lodges in the basket support.

Nets are used on the rings to check the ball slightly as the goal is made, for the purpose of giving the official a better opportunity to judge whether the ball has passed through the ring. The white cord net is of less durability than the leather nets.

Ball

The balls should be standard so that the circumference and weight are in accordance with

specifications of the Official Rules. The important thing is to keep the ball fully inflated so that it is alive. The laceless ball is generally more satisfactory because it is easier to inflate and permits of a more uniform bounce. The lined ball gives greater service and is not so likely to lose its shape.

Scoreboard

A scoreboard, though not an essential, is an interesting accessory if placed in a position for all to see the score throughout the game.

Shower and Dressing Rooms

Every well-appointed gymnasium should have shower and dressing facilities for sanitary and health reasons. Hot water should always be available. It is important to keep the dressing rooms warm but well ventilated.

The Equipment of Players

Shoes

Shoes are the most important part of the players' equipment. The best kind of shoe is

one with spongy sole of crêpe or fine texture of rubber, which acts as a cushion and reduces the fatiguing effect on the player produced by the sudden stops and starts. The ordinary tennis shoe sole is very thin. It gives the necessary gripping quality, but is of little protection, as it does not provide the needed cushion effect. The crêpe sole is preferable to the suction sole because it is more flexible.

Canvas-top shoes are lighter in weight, and for this reason better than leather shoes. The leather or rubber circle sewed on the shoe adds protection.

Stockings

Long stockings are generally advocated. If long stockings are used it is necessary to have them held in place by an elastic garter, which in most instances is so tight as to hinder circulation. The knee-length stocking is ideal from a physiological standpoint. Kneepads are recommended in connection with the knee-length stocking, both from the standpoint of

appearance and of protection. A thin inner stocking worn under the short woolen sock is a great help in preventing blisters on the feet.

Costume

In selecting a costume, utility, comfort and neat appearance should be taken into consideration. The costume should be as light in weight as possible so that the player may not become overheated. Useless material, such as collars, ties and full-pleated bloomers, should be avoided. Keep in mind that it is unnecessary to sacrifice modesty in the costume for the sake of weight and comfort. A neat and conservative costume is the sport shirt, bloused and worn with a knicker style bloomer. The straight line trunks are meeting with some approval for younger girls. Very short trunks or bloomers which are pulled up high on the thigh should not be worn. The school colors will, no doubt, influence the choice of color. The costume selected should be distinctive in

type or color to aid the players in locating one another.

Sweaters should always be available for wear during rest periods to avoid taking cold. The cotton or wool so-called sweatshirt is perhaps the most satisfactory. Whatever costume is selected, the necessity of laundering it should be borne in mind, and the cost kept as low as possible. Players should not be permitted to appear in soiled costumes for practise or game.

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CHAPTER V

FUNDAMENTALS

Catching and Passing

Basket ball is definitely a game of handling a ball. To become adept, the player must learn the relative use of the body with the ball. The proper mechanics of the body should be taught so that the player may learn to handle her body with as much ease and grace as possible when the ball is caught, passed or shot. One movement should flow into another. The effective player, and at the same time the one lovely to behold, is she who conserves energy in movement.

Players and instructors are too prone to hurry to the playing of the game before the necessary skill in catching and passing the ball has been mastered. At the beginning of the

season three-fourths of the time should be spent on fundamentals, and never should the entire period be devoted to the actual playing, unless a tournament is in progress.

Interest in the practise of fundamentals can be retained by using formation plays which involve an element of the game situation, and by giving fundamental achievement tests which are indicative of passing, catching, shooting, dribbling and pivoting in game situations.

The women's game has been greatly criticized, and in most instances justly so. Many games are ruined because they are too slow, too many fouls are called, and because of the fumbling and bunching. A fast game embodying the great element of team-play is possible with the divided court. *The rules are not at fault.* We need more and better trained women coaches who appreciate the fact that fast, clean-cut team-play cannot be developed until the fundamentals are mastered.

1. CORRECT POSITION OF HANDS WHEN CATCHING BALL ABOVE WAIST.

Catching

The ability to catch a ball is one of the first requisites. The novice frequently reaches arm length in front of the body with the fingers extended forward and rigid in an attempt to catch the ball. This is a sure means of fumbling and injuring the fingers.

Following are suggestions helpful in avoiding fumbling:

1. Keep the eyes on the ball until it is caught.

2. Keep the arms, hands and fingers relaxed, thumbs spread and palms cupped. (Illustration I.)

3. Keep the elbows slightly bent and low.

4. Have hands parallel.

5. Slant the fingers upward if the ball is caught above the waist, and downward if caught below the waist.

6. Grip the ball at the moment of contact, allowing the arms and hands to give as in catching a baseball. (Illustration II.)

II. IDEAL CATCHING POSITION. PLAYER IS READY FOR MOVEMENT IN ANY DIRECTION.

7. Avoid passing a swift ball to an oncoming teammate.

8. Continue practise in catching passes.

9. Have players pass accurately.

10. Eliminate excessive fatigue and consequent fumbling by shortening the practise periods.

Passing

I. Kind of Passes.

A. Underhand passes.

1. One-hand underhand pass or single underarm pass.

2. Two-hand underhand pass or double underarm pass.

B. Overhand shoulder passes.

1. One-hand shoulder pass or "shot put" pass.

2. Two-hand shoulder pass.

C. Double overhead pass.

D. Single overarm or "hook" pass.

E. Special passes.

1. Chest pass.

2. Sidearm pass.
3. Shove or push pass.
4. Bounce pass.

II. Mechanics of Each Pass and Suggestions as to Use of the Pass.

A. Underhand passes.

1. One-hand underhand pass. (Illustrations III and IV.)
   a. Made from the hip, or farther back if preferred.
   b. The elbow is slightly bent, palm of hand facing the direction of the throw, trunk slightly turned to right, knees slightly bent.
   c. Swing of arm forward for delivery corresponds to underhand pitching in indoor baseball.
   d. Use of considerable wrist snap.
   e. Should be followed through with a shift of weight forward on the left foot. (Illustration IV.)

f. The pass is usually short and swift.

g. Easy pass to make, following the ball caught waist high or low at either side.

h. Frequently the underhand pass is started with two hands and is finished with one. (Illustration V.)

i. Pass should be learned equally well with right or left hand.

j. An especially good pass for short players.

2. Two-hand underhand pass. (Illustration VI.)

a. The ball is held close to body, about hip high or midway on the thigh.

b. Elbows are bent and close to body, trunk very slightly turned to right and the knees slightly bent.

c. The ball is delivered with a

III. BEGINNING OF ONE-HAND UNDERHAND PASS.

IV. POSITION AS BALL IS ABOUT TO BE DELIVERED FROM ONE-HAND UNDERHAND PASS.

V. PREPARATION FOR TWO-HAND UNDERHAND PASS WHICH IS DELIVERED WITH ONE HAND.

VI. TWO-HAND UNDERHAND PASS, PREPARATION. (IF THE BALL IS STARTED LOWER ON THE THIGH, THE RIGHT ELBOW IS LOWER AND CLOSER TO THE SIDE.)

sweeping, graceful full-arm motion.

d. Should be followed through with a step on the left foot in the direction of the throw.

e. When passing to a teammate nearby, the ball should be delivered by an extension of the elbows and wrists, with a final finish by the fingers, which gives an upward rotation to the ball.

f. Should be used after receiving a bounce pass or following the recovery of a fumble.

g. Should be used following a rear pivot. (Illustration XXIII.)

h. Frequently the two-hand underhand pass is started with two hands and is finished with one hand. (Illustration V.)

i. This pass should be developed

equally well from right or left side.

B. Overhand shoulder passes.

1. One-hand shoulder pass or "shot put" pass. (Illustration VII.)

a. Ball should rest in cupped hand, fingers well spread apart, pointing backward and upward.

b. Ball is held just behind and above right shoulder, if pass is made from right shoulder. Elbow is bent and well drawn back, body is turned toward the right, knees slightly bent, left foot leading.

c. Movement starts in the shoulder joint and moves to the front. The completion of the movement is an extension of the forearm, wrist and fingers with a snap.

d. The movement may be likened to a shot put.

e. As the delivery is made, weight should be shifted forward to left foot and a step taken forward on the right foot, turning the body to the left. This gives more driving power to the pass because of the weight of the body following through.

f. The pass is usually made shoulder high.

g. To secure accuracy practice this pass slowly at first before adding the power to the drive.

h. The throw is a natural one and should have great power. It is good for either long or short passes.

i. Should be used for long passes by guard or by any player who is passing across court.

j. Can be used to advantage in out-of-bounds play.

k. This pass is not especially suited for use in the scoring area, because it is usually delivered very swiftly, which may cause fumbling.

2. Two-hand shoulder pass. (Illustration IX.)

a. Ball is held with both hands, the fingers pointing upward. Thumbs are below ball and toward the body.

b. Elbows are almost fully flexed, the right one held close to the body.

c. Ball is held close to the body about shoulder height. The body is turned slightly to the right, and the right knee is slightly bent.

d. This pass is delivered by a quick extension of the elbows

and by a wrist snap. The upper arm and shoulder are used very slightly.

e. Should be followed through with shift of weight to left foot and step forward on the right foot.

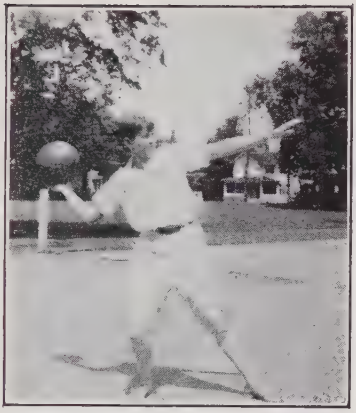
f. This pass is probably the best one for general use for short or moderate length passes, because accuracy is easily attained. It is easily executed and the speed can be nicely adjusted.

g. No other pass gives such sure control of the ball. For this reason the best use of it should be made by the forwards, to keep the ball in the scoring area until a goal is made.

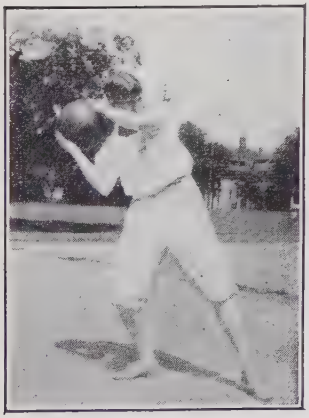
C. Double overhead pass. (Illustration X.)

a. Ball is held in both hands raised over the head. Fingers

VII. PREPARATION FOR ONE-HAND SHOULDER PASS. (FRONT VIEW.)



VIII. PREPARATION FOR ONE-HAND SHOULDER PASS. (SIDE VIEW.) IN THE FOLLOW THROUGH POSITION THE BODY WILL BE TURNED IN OPPOSITE DIRECTION, WEIGHT FORWARD, WITH RIGHT FOOT LEADING.



IX. TWO-HAND SHOULDER PASS, PREPARATION.

X. DOUBLE OVERHEAD PASS.

are pointed upward, thumb in back of ball, palms facing each other.

b. Elbows are bent slightly to give better control. Knees are bent slightly and extended on delivery of the ball.

c. The delivery is made with a movement of the wrists, and the ball is passed in the direction the player is facing.

d. Added force is given if a step forward is taken at the time pass is executed.

e. The pass is frequently an arched one and is thus easy to intercept.

f. Only when the ball is caught above the head should this pass be used. Time is wasted if the ball is brought down to position in preparation for use of any of the other passes.

g. This is an excellent pass to use to a forward if she is unguarded under her basket.

h. It is useful in passing from out-of-bounds when closely guarded.

i. This pass is used to advantage by tall players to pass over heads of opponents.

D. Single overarm or "hook" pass. Illustration XI.)

a. Ball is held in the right hand, waist high, resting on the wrist, with the fingers well spread. The body is turned to the right.

b. Ball is carried beyond the right shoulder, arm straight, weight back and right knee slightly bent.

c. The delivery is made by sweeping the arm over the head and giving a last snap of wrist and

fingers, allowing the ball to roll off the fingers.

d. On the follow through, the arm is in an arched position over the head.

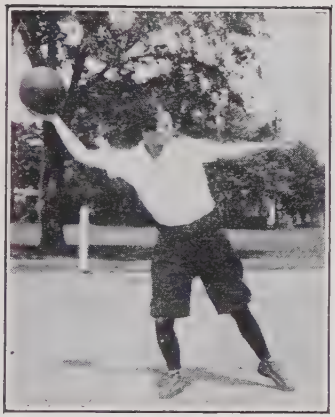
e. The ball travels in an arc.

f. Used to advantage when the forward is not in position to shoot and wishes to pass to a teammate behind her. In this case use a dribble. Upon recovery, player should jump into the air, make a half turn to left, and at the same time execute the "hook" pass with the right arm.

g. This pass is fast, accurate, and very difficult to guard.

h. A good pass for use by the guard after recovering the ball on rebound from a missed shot.

i. It may be used in one instance when no other pass can be used,



XI. SINGLE OVERARM OR "HOOK" PASS. THROWING ARM IS BEING RAISED TO FULL HEIGHT IN PREPARATION FOR DELIVERY, WHICH IS MADE WHEN BALL IS ABOVE THE HEAD, ARM FULLY EXTENDED.

XII. CHEST PASS, PREPARATION. BALL WAS CAUGHT WAIST HEIGHT. THE PLAYER IS BRINGING THE BALL CHEST HEIGHT BY DESCRIBING A SEMICIRCLE TOWARD BODY AND UPWARD BEFORE RELEASING THE BALL BY EXTENDING ARMS FORWARD.

that is, when the passer is traveling away from the direction of the throw.

E. Special passes.

1. Chest pass. (Illustration XII.)
   a. Position of arms is the same as for a chest shot; elbows close to side, wrists flexed, ball held in both hands in front of chest.
   b. Delivery is made by extending the arms straight forward.
   c. Sometimes delivered after a semicircular movement toward the body from waist height.
   d. The coördination is not a natural one, so this pass should be used rarely for passing.
2. Sidearm pass. (Illustration XIII.)
   a. The ball is held in both hands in front of the body or preferably to one side of the front, elbows partly flexed.

b. If the pass is made to the right or backward right, the right hand is on top of the ball, left hand underneath it. If pass is made to left, left hand is on top, right hand underneath.

c. The delivery is made by forearm action and a snap of the wrists and fingers.

d. Use in passing to side, if well guarded from the front.

e. A good pass if teammate is running by diagonally, for the ball may be directed backward by greater extension of the right arm.

f. The pass may be directed forward if started near the left shoulder.

3. Shove or push pass.

a. This is a combination of catch and pass.

b. The ball is not caught, but

pushed in its course by two hands, the motion not being checked.

XIII. DELIVERY OF SIDE-ARM PASS. THE PASS IS DIRECTED BACKWARD TO TEAMMATE COMING IN FROM REAR. NOTE WRIST ACTION.

c. The palms face toward the on-coming ball, away from the body, chest high, elbows flexed.

d. The moment the contact is felt, the arms are straightened and the wrists snapped, giving the ball a push to teammate. Heels of hands should lead on push, to give direction to the ball.

e. This pass is short and is not successful unless it has great speed when received.

f. Used when two players abreast are passing the ball up the

floor, and wish to save time.

4. Bounce pass.
   a. The bounce pass is made with one or two hands pushing or throwing the ball diagonally forward to the floor so that it rebounds into the hands of a teammate.
   b. The ball on short passes should be delivered at about an angle of 45 degrees; the angle as ball bounds from floor will be about the same. On longer passes the angle should be greater.
   c. This pass is most effective when short. The ball should be delivered with speed so that little momentum is lost.
   d. Ball should reach teammate waist high.
   e. A bounce pass is a good play from out-of-bounds after feinting a high pass. Should not,

however, be used too often, or defense will meet the situation.

f. In passing an opponent who is closely guarding, the ball should be bounced near her feet so that it will pass her before she can intercept it.

g. A bounce pass is a good means of getting the ball away from a group when several players are after the ball, following a fumble.

III. Miscellaneous Advice on Passing.

1. *Run to meet the ball—never wait for it.*
2. There should be no waste of time once the ball is secured.
3. Ball should be received and repassed with one motion from the position in which it is received.
4. Player should learn to pass from any position and with either or both hands.
5. Improvement in passing is acquired

by eliminating the pause after the ball is caught before again passing to teammate.

6. The ball should never be thrown at a running player, but far enough in advance so that the ball and the player reach the same place simultaneously.
7. The fewer motions a player makes the smoother and faster the play.
8. A pass should be made about waist high. If lower, there is the chance of its being knocked by the knees of the receiver, or fumbled.
9. The ball should be passed with enough speed to carry it to the moving teammate.
10. When teammate is coming toward you, the ball should be passed with less speed.
11. The longer the pass the more speed needed.
12. The ball should always be passed so it may be handled comfortably.

13. Better team play is effected by the use of short passes.
14. Passing should ordinarily progress toward one's goal.
15. After passing, player should not remain in the same spot, but move to an open space on the court to receive pass again if other teammates are covered. Especially is this true from out-of-bounds.
16. Arched passes should be avoided, except when absolutely necessary, for they are easy to intercept.
17. When the ball is caught above the head, double overhead pass should be used.
18. When the ball is caught waist high, the chest pass, bounce pass, or two-hand underhand pass should be used.
19. When the ball is caught low to the side, the single or double underhand pass should be used on the side the ball is caught.

20. When the ball is caught at shoulder height, the single or double shoulder pass should be used.

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CHAPTER VI

FUNDAMENTALS

Shooting

Good passing and catching are very necessary, but gain nothing unless the forwards are able to score. To score is the ultimate aim of the game. The guards and centers become disheartened if time after time they succeed in getting the ball to the scoring area without a resultant score.

All players should have practice in shooting. An individual who has been playing guard may become very proficient as a forward and strengthen her team considerably. In fact, it is wise to have each player at some time or other play each position on the team.

Too much stress cannot be laid upon the use of the fingers in shooting. Girls, especially

beginners, usually hold the ball in the entire hand instead of in the fingers. Better control and direction can be obtained by the use of this finer accessory group of muscles.

Floor Shooting

I. Kind of Shots.
   A. Underhand loop shot.
   B. Overhand push or chest shot.
   C. One-hand push shot or "English" shot.
   D. "Hook" shot.
   E. Two-hand overhead toss.
   F. Two-hand shoulder shot.

II. Mechanics of Each Shot and Suggestions as to the Use of the Shot.
   A. Underhand loop shot. (Illustration XIV.)
      1. This is the most natural throw, for the flexors of the arm rather than the extensors are used. Fewer and finer muscles are used in the execution of the shot, mak-

ing for greater control and accuracy.

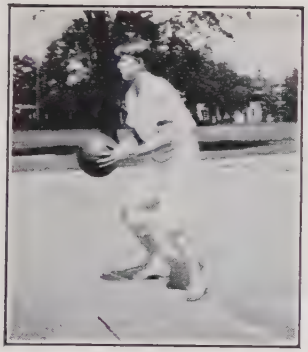
2. Player should stand with the feet astride, or apart with one slightly in back of the other, and the knees slightly bent.
3. The ball is held in both hands below the level of the waist, with the arms in a free hanging position, and the elbows slightly bent.
4. The ball is delivered by a full swinging movement of the arms forward and upward until the hands are in front of and far out from the face.
5. At the final moment of delivery, if the wrists and the fingers are extended, the ball will rotate toward the thrower, causing it to fall in the basket if it should hit the backboard.
6. The body is fully extended at the

finish of the throw with the weight forward on the toes.

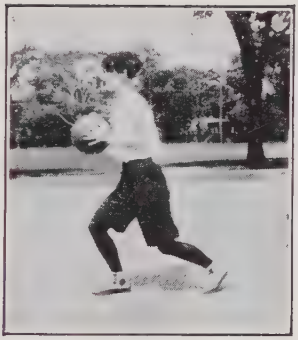
7. The shot, though accurate, requires more time for execution than other styles. This allows the defense more time for closing in to guard.
8. This pass should be used for foul shooting from the free throw line.
9. A quick forward who can get uncovered easily should be allowed to use the shot from the floor.
10. Other disadvantages in using the shot are that it is easily guarded, difficult to make from a run, and time is wasted in bringing the ball down to a shooting position and then up for delivery, as after receiving a high pass.

B. Overhand push or chest shot. (Illustrations XV, XVI, XVII.)

1. The player stands with the right foot a little to the side and in back



XIV. PREPARATION FOR UNDERHAND LOOP SHOT.



XV. OVERHAND PUSH OR CHEST SHOT. (SIDE VIEW.) NOTE POSITION OF HANDS AND WRISTS.

XVI. OVERHAND PUSH OR CHEST SHOT. NOTE HOW CLOSE ELBOWS ARE TO SIDE.

XVII. FINISH OF CHEST SHOT. WEIGHT MOVES FORWARD TO TOES, ARMS FULLY EXTENDED.

of the left. The weight is forward on the balls of the feet, the knees slightly bent, and the body forward.

2. The ball should be held with the finger tips, in front of the chest, and resting against the palms, not the heels of the hand.
3. The elbows are bent and kept close to the sides in an easy position. The hands, wrists, and forearms should be held in a straight line.
4. From a catching position the delivery is made by bringing the ball in close to the chest and then forward and upward past the face by a full extension of the arms.
5. The ball should leave the hands in front and above the eyes. This allows the aim to be maintained throughout the throw.
6. The shoulder muscles should be re-

laxed as the delivery is made.

7. At the start, the player should learn to give equal momentum to the ball by each hand; otherwise, the ball will be sent to the side last released.
8. Elbows should not be spread out from the body (common fault), for it interferes with the proper arch necessary for the shot.
9. The ball should make a high loop or arch as it passes through the air. The highest point of the loop should be nearer the basket than the thrower. (Diagram 1.)
10. Straight-line shooting is the most common fault with this shot. The ball must be arched to fall perpendicularly through the ring. (Diagram 1.)
11. This is the best long or medium length shot.
12. It is a hard shot to guard, because

the delivery is made from the catching position, then released

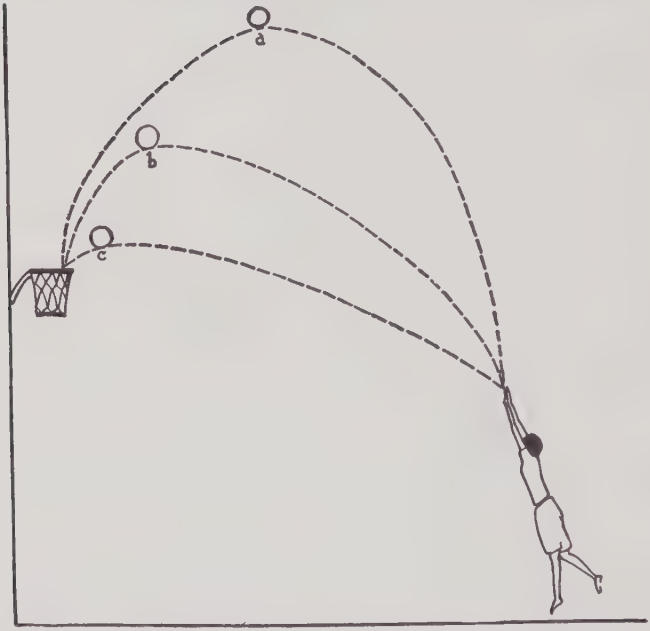


DIAGRAM 1. BALL FOLLOWING PATH "A" HAS THE GREATEST POSSIBILITY OF ACCURACY.

immedately. The shot is directed over the opponent.

13. It is an easy shot to follow on the rebound if a high arch is made,

because the ball comes down perpendicularly and does not jump off the board on a slant.

14. Shooting should be clear of the backboard when done from the

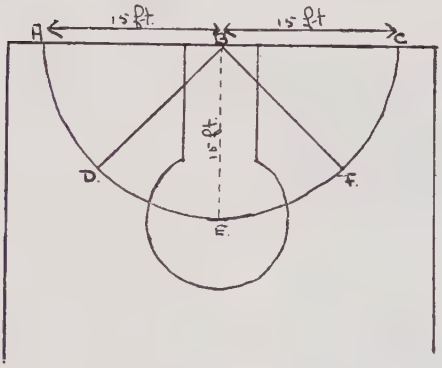


DIAGRAM 2. SHOTS TAKEN IN AREA ABD AND BCF SHOULD BE BANKED. ALL SHOTS TAKEN IN AREA BDF AND FROM FLOOR OUTSIDE OF ARC AC SHOULD BE ARCHED.

front. Bank the shot when shooting from the side about eight inches above and to the right or left of the ring, according to the approach. (Diagram 2.)

15. This shot is frequently used for the foul shooting.

C. One-hand push shot or "English" shot. (Illustration XVIII.)

1. The ball is held in the fingers of the right hand at shoulder or head height. The player's hand is turned so that she can look into the palm of the hand. The arm is flexed with the elbow to the front and slightly to the side.

XVIII. ONE-HAND PUSH SHOT OR "ENGLISH" SHOT. SLIGHT "ENGLISH" HAS BEEN GIVEN BY ROTATION OF WRIST.

2. The player should leap into the air so as to be closer to the basket and the shot cannot be guarded.
3. The ball is delivered at the height of the jump by fully extending the arm above the head and giving it slight "English" by pushing the

hand upward and slightly downward over the ball.

4. The bank should be made above and to the side of the ring on the backboard.
5. In banking the shot, the backboard should not be struck too close to the ring.
6. This shot is always made in close from the side. (Diagram 2.) It is a splendid shot following a dribble.
7. This shot can be used when crossing over in front of the basket if a jump and turn in the air are made, following the dribble.
8. Relax the arms and lift or float the ball when coming in at top speed, to avoid a rebound which would carry the ball far away from the basket.
9. This shot requires a great deal of

practice, for the coördination is difficult.

10. The shot may be made by pushing the ball with the ends of the fingers so that it drops in the basket clear.

D. "Hook" shot.

1. The shot is made in the same relative manner as the "hook" pass (p. 61), except that the final delivery sends the ball higher into the air.
2. The ball is held in two hands following a pass or dribble. One step is taken toward the side line and a jump made into the air, which should place the player a half-turn facing the basket.
3. The right arm or the throwing arm is fully swung down and out toward the side line and continues in an upward motion until deliv-

ered from above the head while the player is in the air.

4. This shot should be used for close shooting when the player is traveling toward the side line away from the basket.
5. It is a difficult shot to guard. If coached carefully it may be a very accurate shot.
6. Practice shooting from either side of the basket, using the right hand when traveling away from the right side and vice versa.
7. It is an excellent shot to use when in possession of the ball in a "bunch" under the basket. Player should dribble out from the group, using the shot when clear.
8. Should be used when in close for a rebound, and player is closely guarded.

E. Two-hand overhead toss. (Illustration X.)

1. Mechanics are the same as used in Two-hand Overhead Pass (p. 58.).

XIX. FINISH OF TWO-HAND SHOULDER SHOT. USED WHEN TRAVELING TOWARD SIDE LINE FROM BASKET.

2. This shot has caused more than one game to be slow and uninteresting.
3. After receiving the ball, the forward too often takes time to get set for the throw. She bends the trunk backward, which makes the shot almost impossible to guard according to the present rules.
4. However, this shot is a good one if not overused and if too much time is not consumed in executing the shot.
5. It is especially good for a tall player who is guarded by a shorter player.

6. Time should not be wasted in perfecting the shot because of its low scoring value.

F. Two-hand shoulder shot. (Illustration XIX.)

1. This is another shot to be used when traveling away from the basket toward the side line and time does not permit of a jump.
2. The weight is on the right foot, body turned to right, and face turned toward the basket. The ball is held in two hands over the right shoulder, with the elbows flexed.
3. The delivery is made by extending forearms diagonally upward and across the face, at the same time a step is taken toward the side line with the left foot.
4. The shot should be arched and aimed well to the side and above the basket.

Foul Shooting

The one time in the game when the forward has an unobstructed opportunity to shoot for goal is from the foul line. Foul shooting is a necessary evil—the "evil" being that it slows up the game tremendously, especially if the players have not been well grounded in clean passing, rules of the game, and guarding. Oftentimes a slow game results from over-cautious refereeing.

According to the women's rules, only the forwards are allowed to shoot for goal, so the burden of the foul shooting rests on the two or three forwards. Part of the practice time devoted to shooting should be used to increase the record of foul shots. Seven out of ten tries is a good record. In a closely matched game, frequently the goals made from the foul line are the deciding factors.

If a forward consistently misses the tries for goal following a foul called on the opponents, the morale of the teammates is shaken.

The free shot could be made a team rather

than an individual play, if it were possible in the women's game to have the player shoot the free shot awarded because of a foul committed on her. The change in the men's rules in 1924 requiring such was a worth-while advance.

III. Mechanics of Shots from the Foul Line.

A. Underhand loop shot. (Illustration XIV.)

1. The player stands with feet apart to provide a base for a firm balance. It is a matter of individual preference to have one foot in advance of the other.
2. Hold the ball by the sides, with the lacing, if any, on top. Be certain the ball is held evenly with both hands and resting lightly in the fingers, using the thumb as a balance. Never allow the ball to rest on the heels of the hands.
3. The arms hang loosely at the sides

with the ball held between the slightly bent knees.

4. Do not allow the trunk to drop any farther down than is necessary.
5. The ball is delivered by raising the arms and tossing with a high arch, while at the same time the knees are straightened and the trunk raised.
6. Should be followed through until the arms are fully extended, and the weight carried forward on the toes.
7. The ball should be shot clear, aiming to just clear the rim of the basket.
8. Eyes should be kept on the basket from the time the position at the foul line is taken until the shot is completed.
9. It is best to stand an inch or two in back of the line to avoid fouling.

10. If shooting short, a deeper knee bend gives added force.
11. If overshooting, a step back should be taken from the foul line.
12. If throwing too far to right a step back should be taken on left foot and vice versa if throwing too far to the left.
13. The foul line should be left after each foul throw to avoid fatigue.
14. This style of foul shooting is usually more accurate with less practice, because muscles are used which are highly coördinated by use in daily activities.
15. At least ten foul throws should be practiced during each practice period. If too many are tried, the player loses interest and less accuracy is maintained.
16. A method of stimulating interest is to keep the record of the number of shots made out of each ten

tries during each practice. It is well to make the ideal ten out of ten.

B. Overhand loop or chest shot. (Illustration XV.)

1. The feet should be apart with one foot in advance of the other. Player should stand with the front foot one or two inches in back of the line to avoid fouling.
2. Ball should be held in both hands, chest height, at the sides of the ball, with the lace, if any, on top; the fingers well spread and pointing upward.
3. The forearms are flexed and close to the sides. The wrists are on a line with the forearm and the fingers.
4. The ball is delivered by a full extension of the arms upward; at the same time the body is fully ex-

tended with the weight on the forward toe.

5. Rotating the elbows outward as the delivery is being made should be avoided.
6. This shot is more difficult to learn because the extensor muscles are used, but probably more accurate after the coördinations are learned because the ball leaves the hands in a more direct line from the eye to the basket.
7. Ten shots should be practiced during each practice period. The line should be left between each shot to avoid strain and fatigue.

Miscellaneous Advice on Shooting

1. The basket should be located before shooting.
2. The eyes should be kept on the basket until the ball hits or misses it.

3. Shooting should be done with deliberation and never when off balance.
4. When doubtful of the shot, a pass instead of a shot should be made.
5. Every shot, if missed, is a pass to one's self, thus should be followed up.
6. The ball should be received from the rebound whenever possible.
7. The dash in for the rebound should be perfectly timed. Advance to a position eight or ten feet from the basket by the time the shot strikes—then rush in and jump for the ball.
8. If making a shot while going toward the side line, pivot and return for the rebound. Do not stay out of the play.
9. The ball should be well arched if shooting from the front of the basket.
10. The ball should be aimed so that it will drop just over the rim.
11. The ball should not be gripped hard, but kept in the relaxed fingers. All muscles should be relaxed, not tensed.

12. Both hands should be used equally in shooting. If one is used more than the other it will interfere with the accuracy of the shot.
13. Shooting from a run, as is necessary in the game, should be practiced.
14. Long shots should not be practiced before the close-up shots are mastered nor the corner shots before the front ones are mastered.
15. Become versatile in shooting by practicing all types of shots. Girls are usually content to use one style of shooting.
16. Glass backboards are "faster" than wooden ones and thus require a higher arch. Come in faster for the rebound.
17. Forwards must have confidence in themselves to become consistently good goal shooters.
18. The spot on the backboard where the ball should be placed for a carom shot should be known.

Rebound Play

Bunching by the forwards in the girls' game is caused mostly by the lack of knowledge concerning the rebound. For this reason the rebound play is as fundamental as knowing how to shoot or pass. When the ball is secured in the scoring area, it should be kept there until a goal is scored. Ability to get the rebound increases one's defensive play as well as strengthens the offensive; for, once the ball is in the hands of the guards, you are on the defense.

The following suggestions may be helpful:

1. Each player should follow up her own shot except when she is traveling away from the direction of the shot, in close in shots made on the move which takes the player out-of-bounds, and when the shot is made from the corner and carries high over the basket to the other side of the court.

2. A rebound should be a pass to one's self.

3. A rebound recovered means a second shot.

4. Following the run in for the ball a jump into the air should be made. If the ball cannot be secured the player has the opportunity to tip it to a teammate.

5. Even if the ball is not secured, it is better to have a "held ball" than to allow the guard to have it, for it remains in the scoring area.

6. At the time the player who has shot is following in for the rebound, the other forward or forwards should be shifting positions, so as to be free to receive the pass and shoot.

7. Usually the player should pass after recovering the ball on the rebound, unless she is in an excellent position to shoot and is unguarded.

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CHAPTER VII

FUNDAMENTALS

Handling the Body

The individual who has played basket ball more than one season and has become proficient in catching and passing should not be content with her skill. One is limited in play until the technique and use of the feint, dribble, juggle, and pivots are mastered. Less bunching and fumbling come with the advance in individual tactics of play. The women's game has a long way to travel before perfection is reached. The use of the dribble, juggle, and pivot makes for a clean cut, open style of play which characterizes the game as played by men. Not that we should pattern after the men, but we may profit greatly by likening our individual technique to theirs.

Technique and Use of the Offensive Plays

The technique and use of the offensive individual plays follow:

Starting

Basket ball is a game requiring quick starts and sudden stops. The player must be alert at all times and ready for movement. Too frequently the girl is caught flat footed. The best position to assume when not in action is one ready for action. The feet should be separated in a stride position with the weight upon the balls of the feet or the toes, which enables one to start forward, backward or to either side with the least possible waste of time. The rear foot should be in contact with the floor so the foot does not slip, and a push-off can be made.

Stopping

It is as necessary to be able to stop suddenly as to start quickly. Instruction is warranted so the individual learns to stop with as little jar

XX. THE REAR PIVOT—FIRST POSITION.

XXI. THE REAR PIVOT—SECOND POSITION. PIVOT IS MADE ON LEFT FOOT, RIGHT RAISED AND MOVING BACKWARD.

XXII. THE REAR PIVOT—THIRD POSITION. QUARTER TURN HAS BEEN COMPLETED. GUARD SHOULD, BY THIS TIME, BE SHIFTING POSITION.

XXIII. THE REAR PIVOT—FOURTH POSITION. FULL HALF TURN HAS BEEN MADE. PLAYER ABOUT TO MAKE UNGUARDED PASS DUE TO SLOWNESS OF GUARD IN SHIFTING POSITION.

to the body as possible. Two methods of effecting a sudden stop are here described:

1. The Jump Stop.

The feet should hit the floor almost at the same time, spread apart, and with the knees slightly bent. This enables the player to keep her balance and to be ready for the next move. As the feet strike the floor, the body weight should be carried backward somewhat to maintain balance. (Illustration XX.) The stop should be used at the end of a dribble to avoid fouling by overstepping, in an attempt to lose the guard when an offensive player has or has not the ball, and when starting forward as if to get the tip off and reversing backward for the pass. The stop is oftentimes the start of the pivot or the reverse turn. Shoes with a large spongy or suction sole assist in breaking the jar of the stop.

2. Running Stride Stop.

This stop is made suddenly while running, without changing the position of the feet. (Illustration XXIV.) The player places her

front foot firmly on the floor having the entire sole in contact with the floor, the toes pointing forward. The rear leg should bend so as to carry the weight which is shifted backward in order to keep the balance. The running stride

XXIV. PLAYER WITH BALL HAS MADE A RUNNING STRIDE STOP IN PREPARATION FOR A REVERSE TURN. SEE NEXT ILLUSTRATION.

XXV. REVERSE TURN COMPLETED THE PLAYER PASSES TO TEAMMATE. SEE PREVIOUS ILLUSTRATION.

stop may not be as sudden as the jump stop, but is better in that it gives less jar to the body. If the player favors a single under-hand pass, the running stop should be her method, for the pass can be easily handled from this position.

Jumping

More time in practice should be given to jumping from a run and a standing position. The former is needed to intercept high passes and to secure the ball from the rebound; and the latter is a needed adjunct if a tie ball is called, or for a player at center.

XXVI. PLAYER ON LEFT HAS STOOD STILL, WAITING FOR THE ARCHED PASS TO COME TO HER. PLAYER ON RIGHT, THOUGH MUCH SHORTER, HAS TIMED HER RUN AND JUMP, THUS SECURING POSSESSION OF THE BALL.

A better game is possible if the girls are instructed when and how to leap into the air to secure the ball. Usually a beginner stands flat footed and reaches with upstretched arms for the ball. (Illustration XXVI.) The game becomes faster, eliminating scrambling and useless display of arms if the leap into the air is developed.

Jumping for a held ball is an essential movement for each player to learn. (Illustrations XXVII, XXVIII.) The feet are placed

XXVII. PREPARATION FOR JUMP AT CENTER OR "TIE" BALL. PLAYER ON RIGHT IS TOO TENSE. NOTICE THE RELAXED BUT "READY FOR ACTION" POSITION OF PLAYER AT LEFT.

XXVIII. THE JUMP. NOTE EXTENSION OF ENTIRE BODY. TIMING OF JUMP A BIT TOO SOON CONSIDERING THE HEIGHT THE BALL WAS THROWN.

slightly apart and one in front of the other. The knees are slightly bent, the weight forward on the balls of the feet. The body should

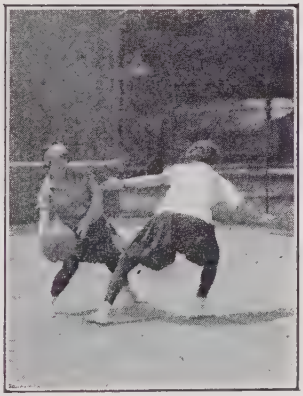
be relaxed yet ready for action. The player should be alert to time the ball, so that she may be able to outjump her opponent. She should be ready when the ball is thrown by the referee, for a fraction of a second gained gives her the advantage over her opponent. The crouch should not be too low, for it will take too long to get into the air. The right arm should assist in getting the player into the air. The eyes should be kept on the ball at all times. Hitting or batting the ball at random is a useless waste of energy. The ball should be placed so it may easily be obtained by a team member or self. Ball should be lifted up and then placed.

Feint

A feint is the pretense to pass, shoot, or dribble with the intent to deceive an opponent. The deception in passing is enhanced by lunging to one side drawing the guard along, starting the movement of the pass, then suddenly making a reverse lunge, leaving the

guard to the opposite side. An unobstructed pass, if made at once, is then possible. (Illustration XXIX.)

When passing from out-of-bounds, the throwing movement should be started from over the head as if making an overhead pass, drawing the guard's arms high and then suddenly bringing the ball down and making a bounce pass to teammate.



XXIX. A FEINT. PLAYER WITH BALL LUNGED LEFT, FEINTING A PASS, AND SUCCEEDED IN DRAWING OPPONENT IN THAT DIRECTION. A QUICK REVERSE LUNGE WAS THEN EXECUTED WHICH GAVE THE PLAYER THE OPPORTUNITY TO PASS VIRTUALLY UNGUARDED.

If some distance from the basket, the player should feint to shoot, drawing the guard off the teammate, then passing to teammate closer to basket. The feint should be made high and the pass low.

Pivots

A truly skillful player is the one who has mastered the fine coördinations of the various pivots and actually uses the acquired skill in the game situations. Many girls have acquired the technique of the pivots in the practice of fundamentals, but have not the reflex use of them in the progress of the game. The execution of the pivot in game situations is a splendid test of alertness, muscle control, and coördination. With the use of the pivot the ball can be passed back when progress forward is blocked.

The pivot is used to reverse the course of play as well as to evade the guard. The player without the ball will find the pivot a useful means of getting free for a pass, and the player with the ball will find the pivot the best means of getting away from the guard for an unobstructed pass or to begin a dribble.

Mechanics and Use of the Rear Pivot

1. A jump stop should be executed with

XXX. THE FRONT PIVOT. BEGINNING MADE FROM A RUNNING STRIDE STOP. USED WHEN OPPONENT IS TRAILING.

the feet placed well apart and the knees bent. (Illustration XX.)

2. If the pivot is to be made backward right, the weight will be on the left foot. (Illustration XXI.) If the pivot is to be made backward left, the weight will be on the right foot.
3. When the pivot is to be made backward right, the right leg is raised sideward and should give the force to the whirl or turn backward. (Illustrations XXI, XXII.) If made backward left, the reverse is true.
4. The rear pivot may be either a quarter or half pivot, according to the placement of the swinging foot and the position of the opponent. (Illustration XXIII.)
5. Usually the half rear pivot is executed when the opponent is coming from the front, and the quarter pivot when the opponent is approaching diagonally from the side.

XXXI. THE FRONT PIVOT. HALF COMPLETED. NOTE THE FRONT FOOT IS PIVOT FOOT, REAR LEG GIVES THE MOMENTUM.

Mechanics and Use of the Front Pivot

1. If the front pivot is taken from a running stride stop, the forward foot should be used for the pivot foot, as the weight is already upon it. (Illustration XXX.)
2. If the front pivot is taken from a jump stop, the pivot foot is the one on the side toward which the pivot is made.
3. If the right foot is forward in a running stride stop, the left leg is raised and whirled sideward and forward, turning the body to the right in a forward direction. (Illustration XXXI.) The reverse is true if the left foot is forward.
4. The front pivot should be used after receiving the ball on the run with a fast guard trailing. As the pivot is made, the defensive player will no doubt overrun, thus leaving her opponent clear for a pass or dribble. (Illustration XXXII.)

XXXII. THE FRONT PIVOT—FINISH. OPPONENT HAS OVERRUN PLAYER WITH THE BALL. PLAYER WITH BALL IS NOW FREE FOR PASS OR DRIBBLE.

Mechanics and Use of the Reverse Turn

1. A reverse turn should be used following a catch in a running stride stop when blocked by a defensive player from the front. (Illustration XXIV.)
2. The feet are not in position to execute a rear pivot.
3. If the left foot is forward, the turn should be made on the balls of the feet to the right which faces the player in the opposite direction with the right foot leading. (Illustration XXV.)
4. If the right foot is leading when the stop is executed, the reverse turn will be to the left.
5. If the movement is well timed, the defensive player will not have time to change her position before the pass is delivered or the dribble started.

Miscellaneous Advice on Pivoting

1. The player should be in possession of the ball before the pivot is started.

2. The pivot should be away from the opponent, never into her.
3. Balance should be kept throughout and at the end of the pivot.
4. The weight should be kept low, as it aids in the speed of the pivot and in maintaining balance.
5. The pivot or turn should be executed rapidly so the opponent will not be able to shift fast enough to cover again.
6. The ball should be thrown before the pivot foot leaves the floor, to avoid fouling.
7. The front and rear pivot and the reverse turn should be learned in either direction, right or left.
8. The pivot should usually be made toward the nearer sideline, as the defensive player should be playing inside of the player.
9. The pass or shot should be made as soon as the pivot is completed.

10. The ball should be kept close to the body and well under control.

Juggle

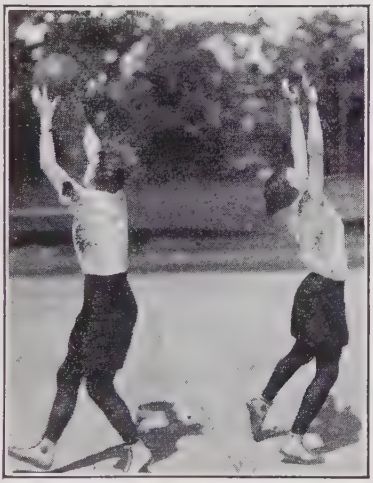
Mechanics and Use of the Juggle

1. A juggle is a pass to one's self, made by tossing the ball into the air so as to gain ground.
2. The juggle is usually used when heavily guarded from the front with an open court in the rear of the defensive player, or to gain distance if court is open.
3. The same mechanics are used for the juggle as used for the overarm pass, (page 61), except that the ball is tossed, not driven. The toss should be high enough to pass well above the defensive players' upstretched arms. (Illustration XXXIII.)
4. After the ball has left the hand, the player runs diagonally forward to the right or left of the defensive player to

regain the ball while it is still in the air. (Illustration XXXIV.)

5. The use of the juggle will be eliminated when the defensive player learns to keep

XXXIII. THE JUGGLE—BEGINNING. DEFENSE OF OPPONENT USELESS.



XXXIV. THE JUGGLE—COMPLETED. DEFENSE CAUGHT COMPLETELY OFF GUARD.

at least two or three feet away from the player with the ball and guard by interception, not upstretched or outstretched arms. (Illustration XXXV.) Guard-

XXXV. DEFENSE FOR JUGGLE. AT THE TIME THE JUGGLE WAS STARTED BY PLAYER ON THE RIGHT, THE OPPONENT WAS FACING HER. OPPONENT PIVOTED IMMEDIATELY AND IS NOW READY TO JUMP INTO THE AIR TO SECURE BALL BEFORE THE OFFENSIVE PLAYER RECOVERS THE BALL.

ing of the latter type is useless according to the present girls' rules and against a player skilled in the use of pivots.

Dribble

Mechanics and Use of the Dribble

1. The dribble is a pass to one's self in an attempt to gain distance, to approach nearer the basket to shoot, or to allow time for a teammate to get uncovered.
2. The ball is bounced by either hand (usually the right one) at arm's distance, directly in front of the center of the body. (Illustration XXXVI.)

3. The ball is pushed to the floor at an angle, so as to permit several steps to be taken before the ball rebounds from the floor to the proper height for catching.
4. The fingers should be well spread. The force is given to the push by the forearms, wrists, and fingers.
5. The head should be kept up and the eyes above the ball at the highest point of the bounce. The player must watch the court in front of her, so that she may anticipate the approach of the defensive player and guard against it. If the player is dribbling toward the basket, she should subconsciously keep the location of the basket before her. A clever player will be able to receive the ball on the run with one hand and start the dribble without actually catching the ball.
6. Avoid giving too much impetus to the ball, so that the rebound will not be too high.

7. Bounce the ball far enough away so that progress is made during the dribble.

XXXVI. THE DRIBBLE. PLAYER WITH BALL HAS TAKEN REAR QUARTER PIVOT. THE CROUCH AND LOW BOUNCE ARE GOOD AND DRIBBLE IS WELL CENTERED. PLAYER SHOULD NOT NEED TO WATCH BALL, BUT SHOULD BE LOCATING TEAMMATE OR BASKET. DEFENSE SHOULD DIVERGE IN AND INTERCEPT DRIBBLE.

8. Keep in mind that but one bounce constitutes a dribble in girls' rules.
9. Remember that a dribble is slower than a pass. Pass whenever it is possible.

10. It is well to acquire the same height to the bounce as is used in passing.
11. If unguarded or if the guard is trailing from behind, a forward should dribble to approach the basket for a close up shot. However, if an unguarded teammate is closer to the basket, a pass should be made to her. Keep in mind that a pass is always faster than a dribble.
12. Guards and center should dribble when teammates are covered, to allow them time to get into an open space to meet the pass.
13. A guard should not dribble in the opponent's scoring area if the forward is clever at breaking up a dribble. In this instance the forward would have too great an advantage.
14. Dribble to get the ball out of a scramble; otherwise a held ball may result.
15. Combined with a feint or pivot or both, the dribble is useful in getting away from an opponent.

16. Dribble to gain ground.
17. The guard should always dribble diagonally toward the side lines away from the basket, in order to keep the ball away from the dangerous scoring area of the opponent.
18. If the forward dribbles toward the sideline, drawing the guard away from the basket, it is possible to execute a reverse turn or forward pivot, placing herself in a position to shoot or to pass to a trailing teammate.
19. Dribble in all areas to carry the ball out of a congested area.
20. Guards should dribble to draw out the defense in a two-court game, if the "Five Man Defense" is being used, so that a pass can be made through the opening.

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CHAPTER VIII

OFFENSIVE PLAYING

Individual Play

A TEAM is on the offense or attack when any player of that team has possession of the ball. The important thing is to *keep* possession of the ball until a score has been made. For this reason it is necessary that each member of the team be skilled in all fundamentals, for a poor pass, fumbling, or bunching is a sure means of losing the ball to the defense. Team play is absolutely essential for offensive playing, for it is with certain formations of the team that the ball is progressed down the floor from the tip-off, out-of-bounds, or following possession of the ball by a guard or center player.

It is necessary to have definite team formations to develop unified playing habits in a relatively short time. It can easily be noticed

that a group of players who have played together for several seasons know just about where to locate one another and what to expect from one another. The instructor or coach can develop in a short period of time this unity of team habits by using set formations, so that the individual player knows what to expect of each of her teammates. On the other hand, it is unwise to use too great a number of set formations, for in the excitement of the game they are oftentimes forgotten. Several formation plays from center are necessary, because this is one time in the game when the players assume a definite line-up. A few out-of-bounds plays should also be developed. Great variety is not needed in any of the signal or formation plays, but rather perfect execution and selection of the plays best fitted to the group.

General suggestions for the individual player to keep in mind when on the offense are given before the formation plays are discussed.

Individual Offensive Tactics

1. The usual direction in which to pass the ball in offensive playing is toward the goal.

2. Short, snappy passes with the team on the move is best for offensive work.

3. It is wise to pass to an unguarded teammate behind, rather than to one who is guarded toward the direction of the goal. Again, it is well to pass back when blocked from the front, making necessary a pivot or reverse turn.

4. Team play is absolutely essential to the success of the offense. No time should be lost in getting the ball into the scoring territory.

5. Run to open court. Any planned offensive play is useless if a member of the team stands still to meet the ball. The risk of intercepting by the guard is too great.

6. If in possession of the ball, the pass should be made to where the player is moving.

7. If a team player is out-of-bounds, do not stand on the spot where you desire to receive the ball.

8. The ball should not be passed to the corners when on the offense. The ball should be passed to the middle of the court and to the forward who is in the best position to score.

9. Forwards must learn court positions so as to know when to be near in coming into the scoring areas, and when to be on the outside edges of the court.

10. If guarded heavily when in possession of the ball, dodge or juggle, or pivot and dribble. Avoid dribbling into guard who has assumed her staunch with outstretched arms, for you will be fouled for charging. (Illustration XLII.)

11. The juggle should be used if the court in back of opponent guard is open. If court is covered, the pivot should be away from guard and then dribble.

12. Do not shoot when out of position or off balance; it is best to pass to a teammate who is better located to shoot. Do not take the chance of losing the ball.

13. A dribble should not be used to carry

you nearer for a pass to an uncovered teammate who is drawing near the shooting area. In so doing you give time to the opponent to cover your teammate.

14. Follow up your own shot as a general rule and pass back to teammate drawing in to shoot. Then immediately leave that territory to avoid bunching.

15. If the forwards and side center are on the alert to go after the ball from tip-off, the ball can be secured and a basket scored before the opponents are aware the game has actually started.

16. A successful offensive play in the two-court game is effected by having one forward, who can cover distance in dribbling, trailed by a teammate a few feet behind. At the completion of the dribble a quick pivot or turn should be made, followed by a pass to the teammate backward or sideward according to the position of the trailer.

17. In out-of-bounds plays it is of great advantage to get the ball in play before the de-

fense has sufficient time to "get set." The game should not be thought of as having stopped temporarily when the whistle blows for an out-of-bounds play.

18. The second pass from out-of-bounds should be made to the player who passed the ball, for she is usually momentarily unguarded.

19. When lined up for a free throw the offensive should keep in mind (a) scoring if possible; (b) if the goal is missed, attempting to secure the ball and scoring a field goal; (c) if the guards obtain possession of the ball, attempting to intercept the pass so as to keep the ball in the scoring territory.

20. Every shot should be made with the full intention of scoring. Shoot from close up or from a reasonably sure distance, or pass. Shots should not be attempted from the corners, for invariably the ball is lost to the defense.

21. The forward is ideally situated to give signals, for every member of the team is facing toward her.

22. Centers should have confidence in passing back to guards if progress forward is blocked. Guards should free themselves for such an emergency pass when they are on the offense.

23. The dribble should not be used just to be doing something. Always anticipate your next play.

24. Undoubtedly the most effective play in basket ball is uncovering for the return pass after a pass is made to a teammate.

25. When on the offense even if not in possession of the ball, your opponent should be eluded by a sudden stop and forward pivot to change your direction.

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CHAPTER IX

OFFENSIVE PLAYING

Formation Plays

Center plays are perhaps the easiest formation plays for girls to remember and put into effect. It may be due in part to the fact that each player is definitely located. The team should enter the game prepared to execute the first play without a signal. Frequently a play is very successful and can be worked a second time with equal success before changing the "tip-off" or center play.

The plays used in the game should be few but well perfected. Each play should be so worked out that if the play is blocked in one direction there is an opportunity of passing to another to complete the play. If such a play is not prearranged, a wild pass may result and the ball lost. A basket scored in the first few

seconds of play has a tendency to unnerve the opponents and to raise the morale of the team scoring. Plays should be planned which may be executed equally well on either side.

It is useless to employ signal plays from the center tip-off if the center is unable to place the ball. If this situation occurs every player should concentrate on defense. (Page 172.)

Tip-off Plays

Definite principles to be kept in mind when planning formation plays from tip-off are:

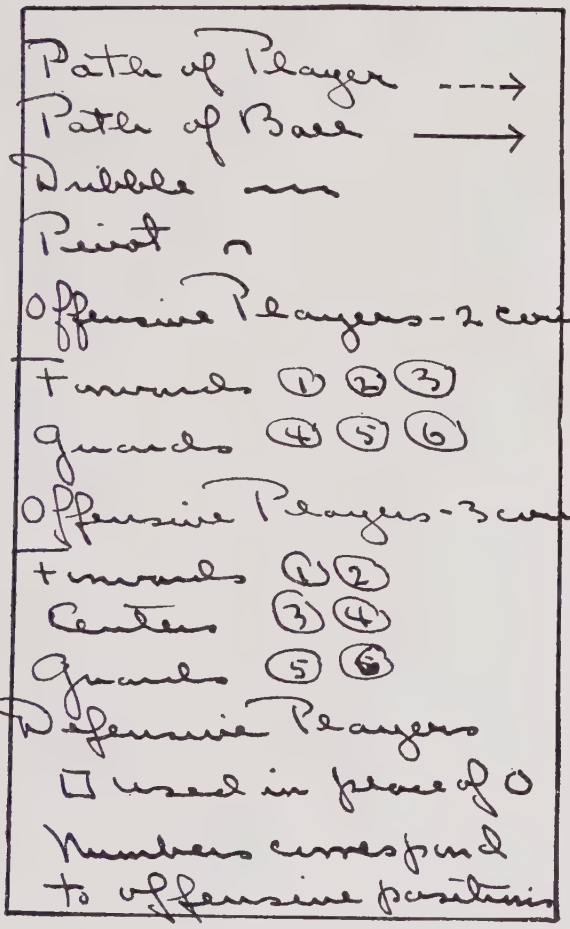
1. Simple plays have proved to be most successful. The more complicated the play the more opportunity for the players to forget the necessary adjustment. A greater consumption of time with opportunity for the defense to intercept is given if complicated plays are used.

2. The starting position for all players at the beginning of any tip-off play should be exactly the same until the ball is tipped. If

this principle is not adhered to, the play may be given away.

3. The player giving signals should acquire the knowledge of how best to rotate the use of center plays. If a play works, it is well to use it over again, but it should not be repeated after opponents have managed to plan their defense so as to break it up; then another play should be used, or the same play to opposite side.

4. To avoid any misunderstanding every player should know the signals perfectly. Any code of signals should be planned for simplicity and not deception. The question arises as to who should give the signals. The forward is ideally located to give the signals because she faces the entire team. If the forward gives the signals, she should plan to do so when the center enters the ring. An argument in favor of having the center give the signal is that she is in a better position to know the opposing center's ability. In deciding this it should be borne in mind that the person to give



KEY TO DIAGRAMS.

the signals should be calm and not likely to forget under excitement, also a clear thinker and known to exercise good judgment.

5. Some means of giving the signals are: (a) by calling a number indicating a certain play (the disadvantage of this method is that all may not hear, due to the noise in the gymnasium); (b) by personal signal, such as placing the hand on various parts of the body, arranging clothing, or placing the feet in certain positions; (c) by having the center player enter the circle from a certain direction; (d) by combining any of these.

6. All formation plays should be planned according to the ability of each player.

7. Players should have continual skeleton and scrimmage practice until all the plays are learned. Accuracy in timing the dash to the spot is most necessary for perfected formation plays. (Diagrams 3, 4, 5, 6, 7, 8.)

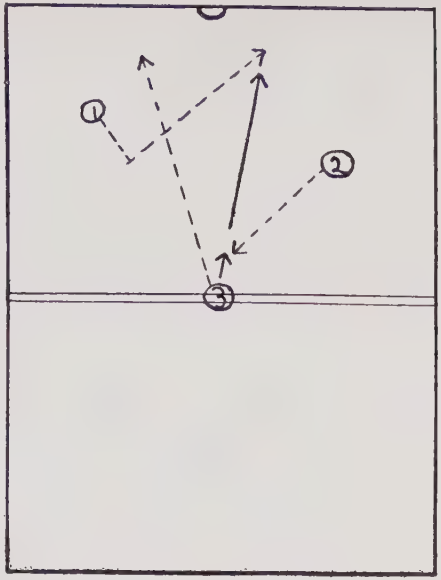


DIAGRAM 3

Center tip-off play in the two-court game. (Note the two possibilities for a pass from the player receiving the ball from tip-off in diagrams 3, 4, 5, 6, 7, 8.)

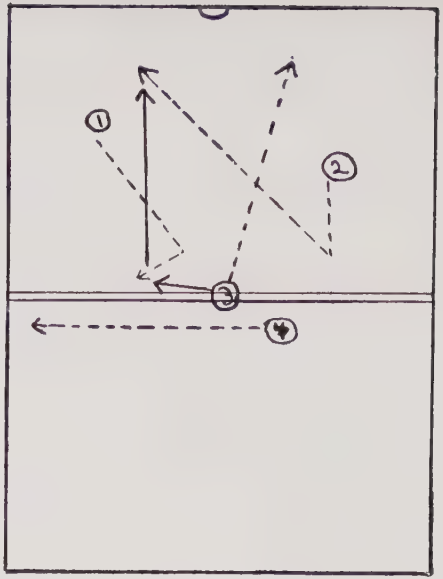


DIAGRAM 4

Center tip-off play in the two-court game.

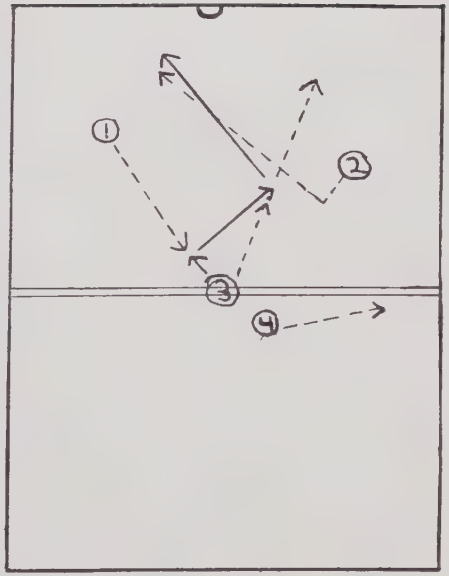


DIAGRAM 5
Center tip-off play in the two-court game.

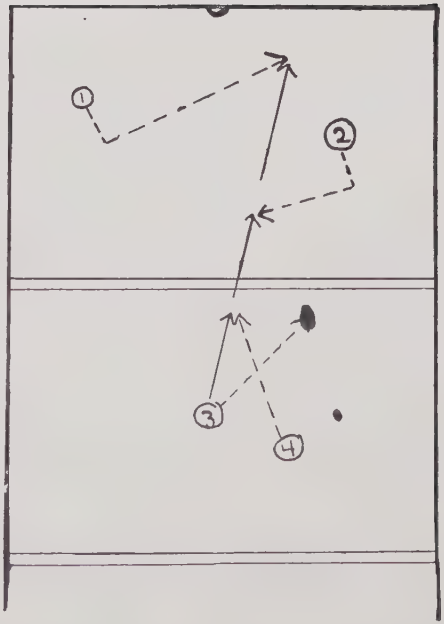


DIAGRAM 6
Center tip-off play in the three-court game.

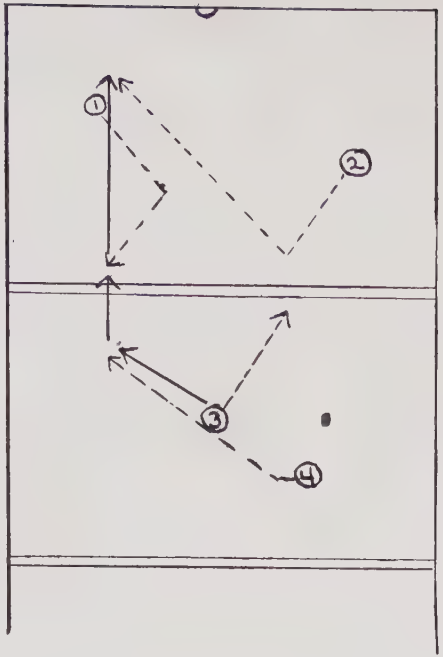


DIAGRAM 7
Center tip-off play in the three-court game.

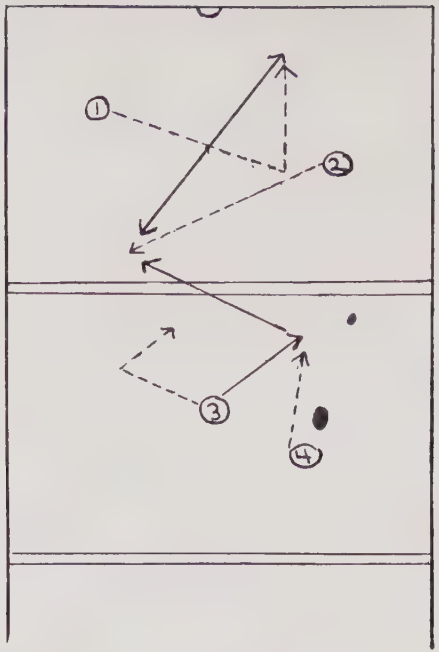


DIAGRAM 8
Center tip-off play in the three-court game.

Out-of-bounds Plays

Plays from out-of-bounds should be even more successful than the play from tip-off, because there is not the possibility of being out of position, as is the case if the opponent gets the jump. The team is definitely in possession of the ball in a planned out-of-bounds play. A team in possession of the ball at the offensive end or side lines must be alert to take advantage of the situation and after one or two passes should attempt to score. If the ball is awarded to a team on its defensive side or end lines, the opponents should "get set" with a definite defense.

Definite principles for planning formation plays from out-of-bounds follow:

1. The ball should be passed in from out-of-bounds quickly. Time should not be allowed for the defense to place themselves. If the player knows it is her ball she should not wait for the announcement by the referee.

2. The player making the pass in from out-

of-bounds is usually the best player to receive the second pass because the opponent usually watches the ball momentarily, which gives the passer an opportunity to get on the court and receive the ball before the opponent gets into action.

3. The idea of any set play from out-of-bounds is to pass to the loose or unguarded player. If such occurs it is unwise to wait for a definite formation of players. The set play should then be ignored.

4. Plays must be simple and few in number. One play for the side line and one for the end line of offensive side of court should be ample. Plays should be planned with as many alternatives for passing as possible in case the defense is alert, so that the passer may have some teammate to whom to pass.

5. Signals for out-of-bounds plays are useless because of the time element. It is best to have one play developed around each player; that is, if a particular player has the ball out at either end or side line, the play will always

be the same. Another plan is to have one play worked out for either side line to be used by

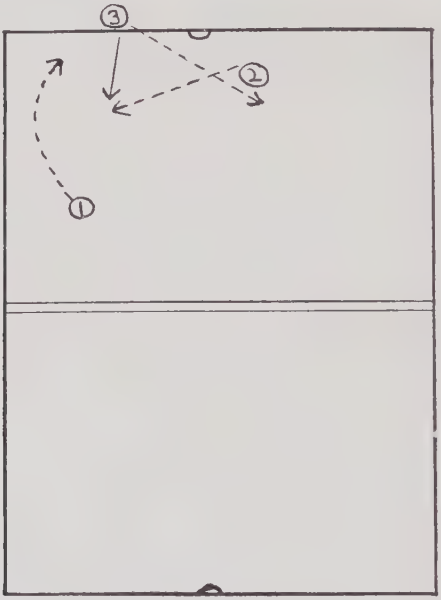


DIAGRAM 9
Forward out-of-bounds play in the two-court game.

either player in that court, and one play for the end line to be used by either player.

6. On plays that have to carry the ball from the guard out-of-bounds to the forward, it

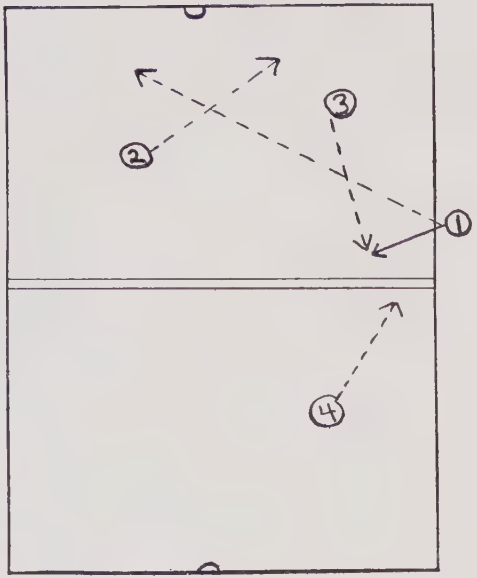


DIAGRAM 10
Forward out-of-bounds play in the two-court game.

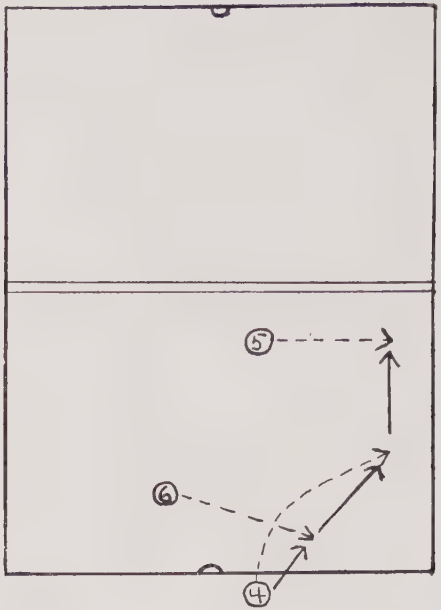


DIAGRAM 11
Guard out-of-bounds play in the two-court game.

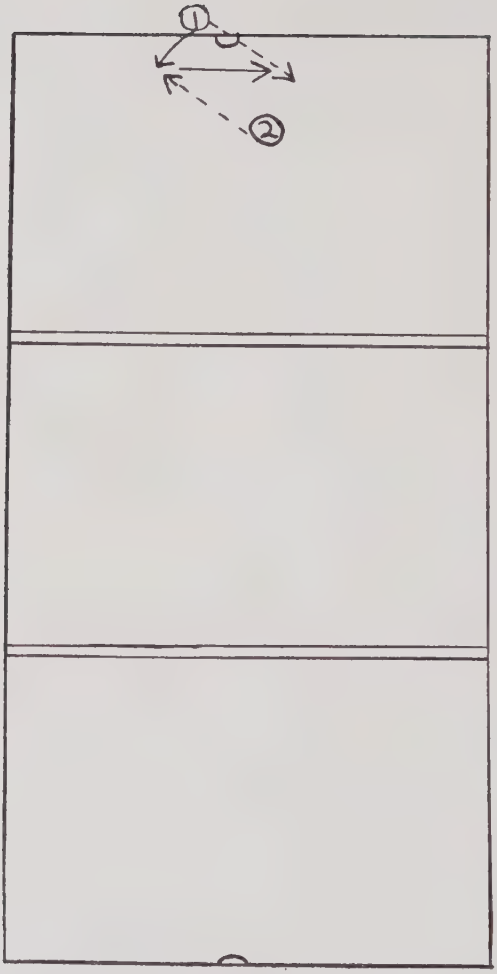


DIAGRAM 12

Forward out-of-bounds play in the three-court game.

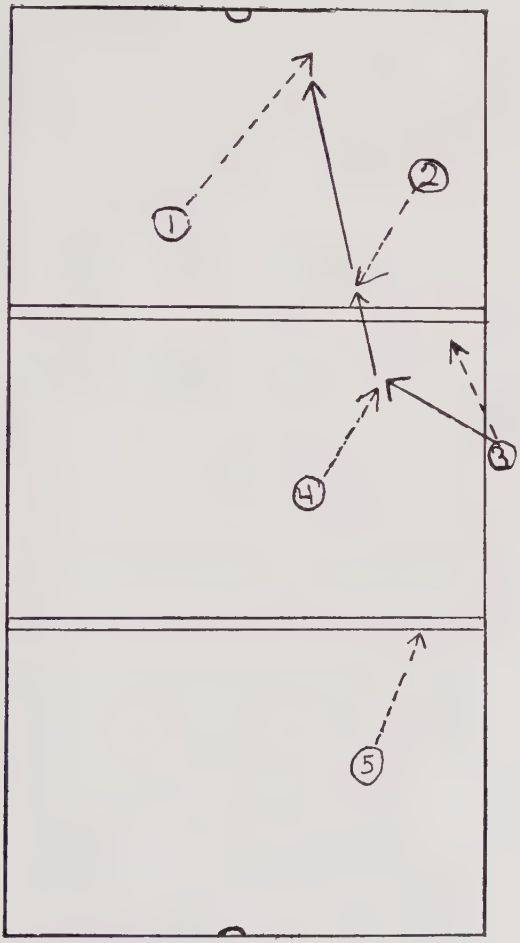


DIAGRAM 13

Center out-of-bounds play in the three-court game.

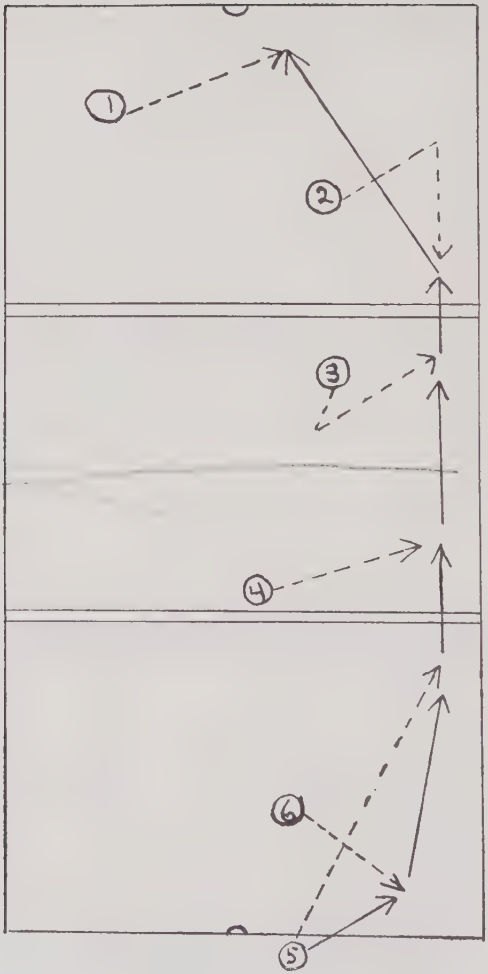


DIAGRAM 14

Guard out-of-bounds play in the three-court game.

should be certain that the centers and forward do not start in motion at the same time the ball does; otherwise they will be "covered" by the time the ball reaches them.

7. Formulate out-of-bounds plays for guard to avoid passing the ball across the front of the basket. If a team is playing a two-court "five man defense" style of play, this would not hold. (Page 168.)

Free Throw Plays

It is quite obvious that definite offensive plays following a missed shot from the free throw is of little value, because the defense has plenty of time to form for defense. The objective in this situation is to get possession of the ball in case the free throw is missed. In the three-court game where two players are in the forward territory, it is best to have the better rebound player take the position along the lane and run in for rebound, and either tip or pass the ball to the player who has taken the free throw.

In the two-court game the good rebound player should line up near the lane, and the third player to the rear and side of the player taking the free throw, so as to have the two

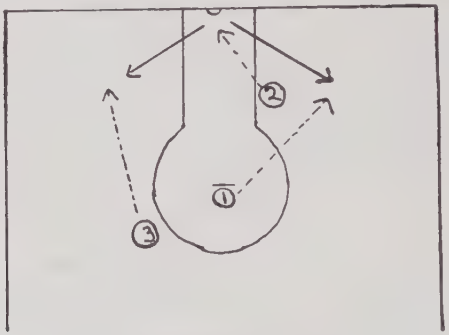


DIAGRAM 15

Positions at free throw play. No. 2 is the rebound player who tips or passes the ball to either No. 1 or 3.

possible players to whom the rebound player may tip or pass the ball. This is an excellent way to avoid "bunching." (Diagram 15.)

Held-ball Plays

When a held-ball occurs the official sounds her whistle and tosses the ball up between the two players immediately. There is little or no

time for the players to assume any definite positions. As a result, held-ball plays are of little or no value. Then, too, frequently a short player will jump against an opponent taller than herself, in which case it is impossible to control the tip. The jumping ability of players of even the same height varies, making uncertain the control of the ball.

Taking everything into consideration, it is best to coach the team to play defensively when they are not certain the player jumping can control the tip. The players should be alert and watch carefully the position of the opponents.

If it is quite evident that the player will control the tip, the player should signal by toss of head or other sign the direction in which she will attempt to place the ball, and the teammate should maneuver to that section of the court.

In the three-court game where two players are in one section it is well to tip the ball toward the nearer side line. The receiver

should shoot, if possible; or, if out of position, make a feint as if shooting, and pass to teammate who is usually momentarily unguarded and has made a dash toward the basket on the opposite side of the direction of the tip.

A greater range of play is possible in the two-court game with three forwards if the jumper can control the tip.

It is important to tip the ball away from the basket or toward the side line when jumping a held-ball in the defensive half of the court.

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CHAPTER X

DEFENSIVE PLAYING

Individual Play

Women instructors are too prone to coach players in the offensive tactics of the game to the exclusion of the defensive, except for the part the guard plays in defense. Frequently even the guard finds it necessary to work out her own salvation in minute but important matters of defensive tactics. This laxness may be due to the style of game it is necessary for women to play under the present guarding rules and the three-division court. The author has had success in using the so-called "five-man" type of defense as used by the men in a simple application of same on the two-division court. (Chapter XI.) Certainly the girls' game is far more interesting when a definite

system of defense other than "player to player" parallel guarding is possible.

This seeming laxness in developing the defensive element is partly responsible for the enormous scores which it is possible for a team skilled in advanced fundamentals to roll up against a team which is less skilled in advanced technique and totally unfamiliar with the knowledge of how successfully to break up the juggle and dribble of the opponent without fouling.

A team is always on the defense when the ball is in possession of the opponents and the attempt is being made to keep them from scoring. The offensive player should be trained to be on the alert to become a defensive player when the ball passes into the hands of the opponents. Instructors should appreciate the advantage of having each player skilled in the use of advanced fundamentals, but should never lose sight of the importance of having each acquire the skill and knowledge of offsetting a team so skilled.

The players on whom rests the bulk of the defensive work in the three-court game are naturally the guards. However, the centers and forwards should be ever on the alert to be on the defense so as to lessen the defensive work of the guards by not allowing the ball to reach the hands of the opponent forwards.

Suggestions for all players in defensive play follow:

1. The ball should be intercepted before it reaches the opponent.

2. Both your opponent and the ball should be watched.

3. A defensive player should stand ahead of her opponent if she is faster than she is but never lose sight of her. In this position the defensive player has a start on her opponent, which should aid in giving a greater chance of intercepting.

4. A dribble should not be blocked but broken up and the ball secured. (Method given, page 159.)

5. If the opponent juggles, the defensive

player should pivot and jump into the air to secure the ball before the opponent has time to run around her and get possession of it. (Illustration XXXV.)

6. Forwards should jump into the air to secure the ball from a missed shot. If she cannot secure it, she should make the attempt to tip it back to an uncovered portion of the court so a teammate may run to meet it.

7. In most instances it is useless to guard the player who is in possession of the ball out-of-bounds. Stand closely and follow the passer when she returns to the court so as to intercept the return pass to her.

8. The player should not be so intent on watching the flight of the ball that she neglects to watch the passer. If the ball is watched, the offensive player has the opportunity to move away to a new location to receive a pass.

9. The position of the player on the defense should be such that she is ever ready to move in any direction, to follow any movement of her opponent.

10. The entire team should keep in mind the fact that it is as important in defensive playing to hurry the play of an opponent, and to prevent as well as intercept passes, as it is to prevent scoring.

Defense of the Guard

At least half of the time devoted to the practice of fundamentals should be used for instructing all of the players, and especially the guards, in individual defensive tactics of the game. The method of breaking up a dribble should be as well perfected as the technique of dribbling.

It is the guard's duty to prevent the forwards from scoring. It is impossible to do this after the opponent forward has secured the ball, because of the rule requiring vertical guarding or, in other words, "hands off" the ball. The more effective guard is the player who is able to anticipate every move of her opponent and reacts more quickly to the situation than her opponent. A guard should out-

general her opponent in floor tactics, to be effective.

Essentials for effective guarding:

1. A guard's floor position at the tip-off is of great importance. She should never be in front of her opponent, but always to the rear of the forward and on the inside of her, so as to be able to watch her movements and to run in for interception. The first fundamental in correct guarding is ability to watch opponent and the ball at the same time.

2. Covering a player means not only preventing the forward from receiving the ball, but intercepting the ball and obtaining possession of it. "The best defense is a good offense."

3. From the guard's position at the tip-off, she should follow up the opponent closely when a dash for the ball is made and be faster than the forward, and intercept or at least secure the ball for a held-ball.

4. If the guard is in the proper position at the tip-off, she is in position to cut off access to

the ideal spot of the forward, who makes a pretense to go forward after the ball and then suddenly reverses toward the goal to receive the ball.

5. The body position of the guard should always be such that movement is possible in any direction at all times. (Note page 100.)

6. The guard should be careful and not give the opponent forward the opportunity to wander the width of the forward territory from her while watching the flight of the ball or play at the other end of the court.

7. It is sometimes possible to confuse a forward by following her very closely every second, but this is most wearing. It is better to judge her pace and know where she is every moment if you choose to wait and dash when needed.

8. As soon as a guard has the ball she should turn or pivot away from the forward, making it necessary for the forward to follow her.

9. Tall guards are an asset, for they are better able to intercept passes and recover the

ball from the rebound. It is always wise, if possible, to have at least one tall guard. A small guard is better fitted to guard a short forward.

10. Guards should acquire good spring in jumping for the ball on the rebound. If one guard is especially clever at this, she should follow in for all rebound plays and tip the ball back to the corner of the court on the side of the field in which the ball is rebounding. Avoid tipping the ball across the center of the scoring area, for the possibility of retrieving and scoring by the forward is too great.

11. If the forward does gain possession of the ball, it is best to hurry her play, for usually "haste makes for inaccuracy."

12. Avoid getting closer than two feet to an opponent with the ball. From this distance you can better anticipate a feint to pass, shoot, or dribble. The feet of the defensive player should never move until the opponent moves. This strategy will assist in being near to break up the dribble, following a feint.

13. If the guard is unable to prevent the opponent from passing, she should follow closely to prevent her from receiving a return pass. This especially holds true in an out-of-bounds play by the forward.

14. To break up a dribble one should never approach the player directly from the front but converge in the direction the dribble is taking, so as to run alongside the dribbler. This puts one in a position to reach in and hook the ball before it rebounds to the hands of the dribbler, or push the ball to the floor in front of herself to secure it on the rebound. (Illustration XXXVII-XXXVIII.)

15. If a player who is feinting to her opponent's right should succeed in carrying her opponent in that direction and then dribble forward past her on her left—the opponent should pivot forward left and at the same time push off with the left foot, so as to be abreast of the player to break up the dribble.

16. To be effective in guarding an individual who uses pivots and turns, it is necessary to be

as clever in shifting as the opponent. If the movement of the opponent is anticipated, the shift should be synchronous with the opponent's.

XXXVII. THE DEFENSE FOR DRIBBLE. PLAYER ON LEFT STARTED THE DRIBBLE. OPPONENT MOVES IN SAME DIRECTION, HOOKING BALL AS THE BALL REBOUNDS AND IS ABOUT READY TO DRIBBLE BALL AWAY FROM OPPONENT.

17. If your forward has succeeded in getting possession of the ball and has made a shot for goal you should turn your back to her immediately and face the basket; judge the direc-

tion of the rebound and go in for the ball. You should get the rebound from the opponent if a jump is made into the air.

XXXVIII. THE DEFENSE FOR DRIBBLE. OPPONENT PULLS THE BALL TOWARD HER. THE BEST PLAY BEFORE PASSING SO AS TO GET CLEAR OF OPPONENT WOULD BE A FRONT PIVOT.

18. Sometimes a guard finds herself with two players to guard. In this event, she should make a pretense of coming in to guard

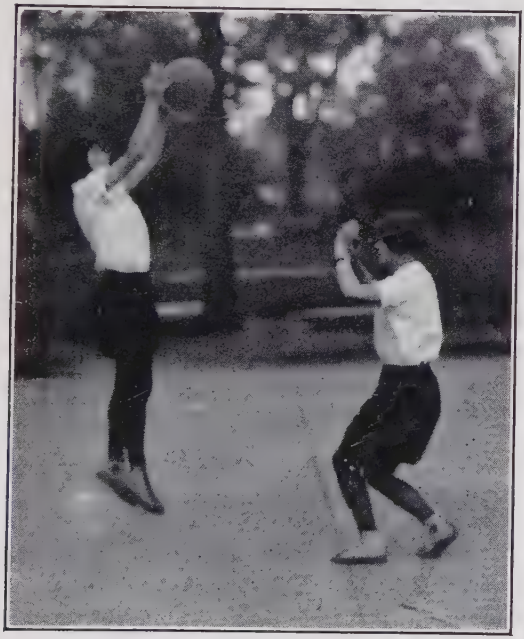
the player about to shoot, forcing her to pass, and instantly, without waiting to see whether the player passes or shoots, cover the other

XXXIX. GUARDING A SHOT FOR GOAL. (BEGINNING.) IN THIS POSITION THE GUARD IS READY TO JUMP INTO THE AIR FOR INTERCEPTION. (NOTE FOLLOWING ILLUSTRATION.)

player and attempt to intercept the forced pass.

19. To break up a juggle, the defensive player should pivot backward as soon as the toss is made, which places her between the ball

and the opponent who has juggled. If the toss is made high, a jump should be made into



XL. INTERCEPTING SHOT FOR GOAL. (NOTE PREVIOUS ILLUSTRATION.)

the air for the ball. If the toss is lower and farther away, the defensive player is in position to dash forward and receive the ball be-

fore her opponent has time to circle her. (Illustration XXXV.)

XLI. OVERGUARDING. THE GUARD IS FOULING, AS HER ARMS ARE NOT IN A VERTICAL PLANE. EVEN IF THEY WERE VERTICAL, IT IS A MOST INEFFECTIVE METHOD OF GUARDING. (SEE TWO PREVIOUS ILLUSTRATIONS FOR CORRECT METHOD.)

20. The number of passes intercepted and the number of balls recovered from the rebound are an indication to the coach of the aggressiveness of the guard.

21. A guard should tip the ball toward the side lines from a held-ball play when jumping near the goal she is defending.

22. If the opponent's play involves the use of sudden stops, the stride should be adjusted to prevent overrunning her. Shorter steps should be taken to make possible a sudden stop. It is usually easier to guard a player who moves in circles than it is to guard one who suddenly

changes direction. Be observant of your opponent's floor tactics.

23. To intercept a shot, stand ready to jump into the air several feet from opponent who is about to shoot. (Illustration XXXIX-XL.)

24. The type of guarding shown in Illustration XLI should be avoided because it is not only ineffective, but also a foul.

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CHAPTER XI

DEFENSIVE PLAYING

Formation Plays

"Player to Player"

After a careful study of the rules for women as they pertain to the three-court game, one is aware of the fact that the team getting the jump certainly has all the odds with them. The division of the field, segregating each of the three pairs of players, eliminates any possibility of building a formation for defense other than the "player to player." Women who have given any serious thought to the game appreciate the fact that according to the present guarding rules the "player-to-player" defense is useless after a player has possession of the ball.

The objection, and justly so, to the use of the entire field for playing by women is that,

in general, the game is too strenuous for girls. The two-court game seems to be a fair solution. The two-court game is having a steady growth in popularity in the high schools and colleges all over the country.

The particular advantage in using the two-court game is that a definite defense can be planned because of the closer association of the players. The suggestion frequently advocated by some women that the ball may be taken from an opponent would bear little weight if planned formation plays were used. Play from planned defensive formation plays is centered entirely on interception, thus keeping the game free from personal contact, which mars and slows down a game by constant, and in most instances, unavoidable fouling.

The "player-to-player" defense is the simplest style of defense. Each player is responsible for her respective opponent. This style of defense works well when one team is familiar with the playing of another team. It is useless against a team skilled in pivoting,

feinting, and dribbling. The important coaching point to be borne in mind for the "player-to-player" defense is: The guard should always keep between her opponent and the basket she is defending when the forwards have possession of the ball in the two-court game, or when opponent forwards and centers have possession of the ball in the three-court game.

"Five Man"

The set team formation of defense, or "five-man" defense (Diagram 16), is fundamentally sound, because five players set in united defense will accomplish more than five players scattered over the playing area. The "five-man" defense is saving of energy, for it eliminates much running; the ball is not dangerous in guard's hand, but only if it gets through.

A more even distribution of defense is possible in the "five-man" style of defense. As soon as the ball is in possession of a guard, whether within court or out-of-bounds, the three forwards assume their positions near the

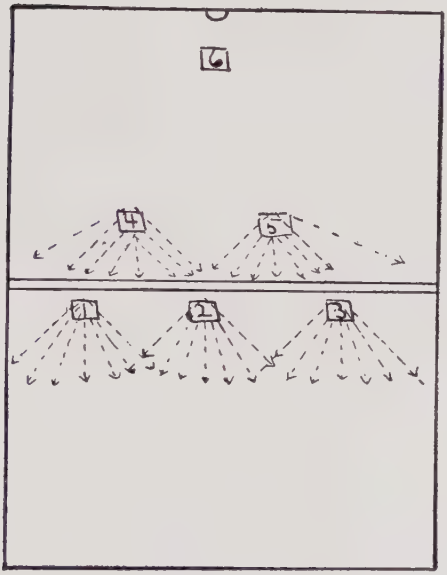

DIAGRAM 16

Position of the team for "five-man" defense in the two-court game. Dotted lines indicate the position of the field each should cover for interception. No. 6 should be able to recover any long-arched passes thrown over the intervening defensive players. (Note Diagram 22.)

center line so as to distribute the playing area about equally among them. The two defensive guards cover the intervening spaces on the opposite side of the center line. The defensive guards stand far enough back from the line to allow for movement forward for interception. It is the duty of No. 6 to recover any arched pass which this type of defense forces the opponents to use.

The reaction of the players must be immediate, so that they make a quick break to get set as soon as an offensive guard secures the ball; otherwise, the play will be of no value, as the ball will have reached the offensive forwards. The defensive forward nearest to the opponent securing the ball may speed up the defensive break by calling, "Defense."

The defensive players must watch the ball as they run to their defensive positions for possible opportunities of intercepting it.

If the "five-man" defense is used, it is necessary to plan offensive plays from the defensive

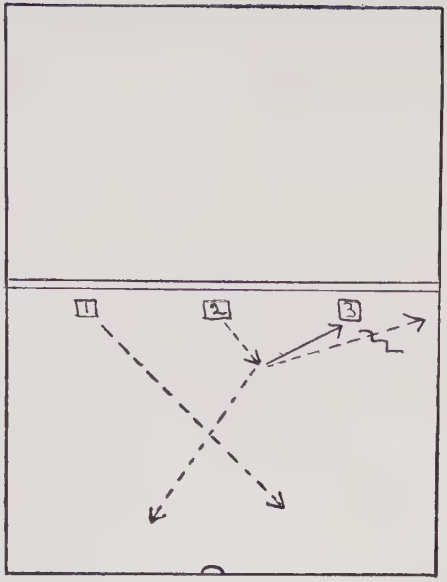

DIAGRAM 17

Offensive play from the "five-man" defensive position in the two-court game. No. 2 has intercepted a pass. She passes to No. 3, who pivots and passes to No. 2, who has run in one of two directions as indicated.

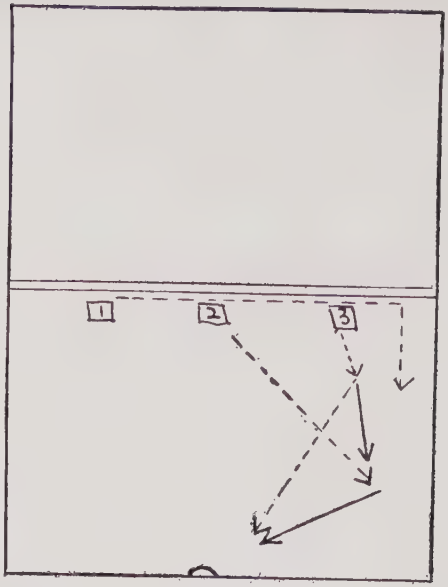

DIAGRAM 18

Offensive play from the "five-man" defensive position in the two-court game.

formation so that the play may be balanced. (Diagrams 17, 18.)

Defense When Not Securing the Tip-off

When the center is being outjumped, definite defense should be set to break up the play. The two-court game offers greater possibilities in this type of set defensive plays. (Diagrams 19, 20.)

Defensive Play Following a Foul Shot

The essential in defensive play in this situation is to secure the ball as it rebounds, or play for a held-ball, if it is impossible to get possession of the ball. The best rebound player should be so situated that she runs in for rebound and passes or tips the ball back to a certain spot, the spot on either side to be covered by the two teammates. (Diagram 21.)

Defense on Out-of-Bounds Play

The defense of the forwards on out-of-bounds plays is the same as for "Five-Man" defense.

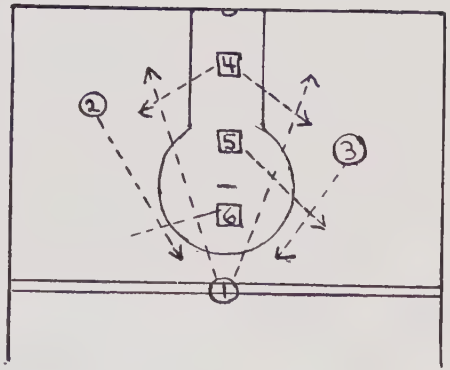

DIAGRAM 19

Defense when not securing the tip-off in the two-court game. Note the possibilities Nos. 4, 5, 6 have to intercept passes.

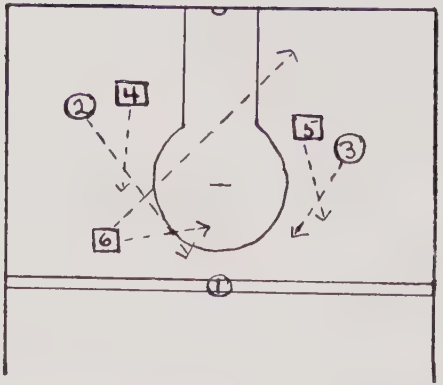

DIAGRAM 20

Defense when not securing the tip-off in the two-court game. The position of the defensive players is not as effective as in Diagram 19.

The defense of the guards will be "player to player," for it is too dangerous an area to take time for a set formation. When the ball is out-of-bounds at the end lines directly under

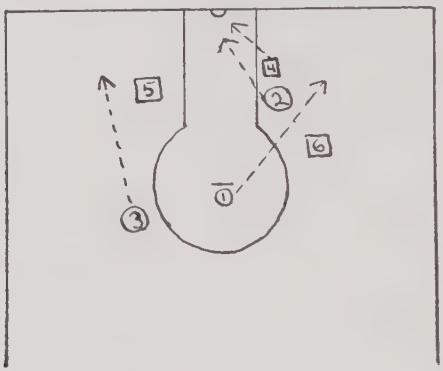

DIAGRAM 21

Defense for play following a shot from the foul line. (Note that the position of the defensive players is between the ball and respective players.)

the basket, it is best to stand in front of the player passing, as it is harder to throw in from this position, and there may be an opportunity to block the pass. When a player is out-of-bounds on the side lines, it is wise to stand

on the field between the player and the basket. If this position is taken, the defensive player

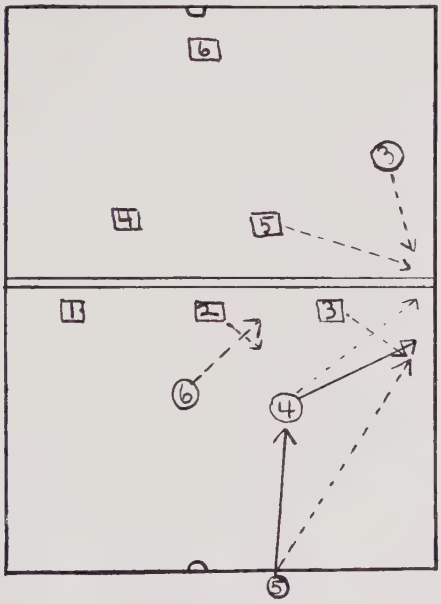

DIAGRAM 22

"Five-man" defense. The defense should not move until the offensive players pass the ball in their respective interception area. (See Diagram 16.)

should be between the passer and the basket. If the defensive player is directly opposite and

near to the player out-of-bounds, the passer may be fast enough to get into court behind the defensive player and receive a return pass. The return pass to the player coming in from an out-of-bounds play is played more often than any other set play and should be defended.

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CHAPTER XII

FUNDAMENTAL ACHIEVEMENT TESTS

The term "achievement test" is here used to designate the type of test which attempts to measure the degree of skill achieved in the practice of fundamental technique and habit plays. If achievement means the attainment of objectives, it is necessary at the start to consider the establishment of the objectives to be achieved before the measurement can be made.

The following list of objectives relates to the fundamental skills in actual game situations:

Catching and Passing

1. Catching the ball which is thrown against a smooth wall for ten consecutive times.

2. Throwing the ball at a point on the target which approximates the waist height of the average-height player.

3. Passing to a player on the run to determine how many accurate passes are scored out of ten tries.

Shooting

1. Scoring the number of successful throws made from the foul line out of a total number of ten tries.

2. Scoring the number of successful shots made from ideal spot preceded by a run to receive the pass.

3. Scoring the number of successful shots made from ideal spot preceded by a dribble.

Jumping and Reaching

1. Recording the height the player can reach when a jump into the air is made.

Dribbling

1. Attaining distance and accuracy in dribbling across a six-foot space.

2. Attaining speed and accuracy in dribbling across a six-foot space followed by a pivot and pass.

The above objectives are illustrative of the element of the game situation to be measured. The coach should make further selections or stimulate student interest by giving opportunity to select objectives. The students should be given the opportunity to test, so that they can see the results accomplished in tests which they themselves select.

The achievement tests should not only test progress, but should furnish a goal which acts as a stimulus for further improvement. After the objectives have been selected, the next step is the accurate measurement of the achievement of these objectives and the methods to be used. The tests, to be of any worth, should be accurate. The procedure should be as simple and clear as possible.

The following procedure should be used to test the objectives given above:

Catching and Passing

1. The individual stands behind a line established eight feet from a smooth wall. The

ball is thrown against the wall ten times. The player catches and passes the ball as rapidly as possible. Time the throws with a stop watch from the time the ball first strikes the wall until the last or tenth time the ball strikes the wall. Record time.

2. A target twelve inches square painted on the wall, or a canvas dropped from the wall is used, the lower edge of the target thirty-six inches from the floor. The individual stands behind a line ten feet from the target and makes the pass, selected by the coach, at the target. Ten tries allowed. One point is scored each time the target is hit.

3. Player to pass stands behind the end line and directly under the basket. The individual receiving the pass stands on point F (Diagram 2). Simultaneously on signal, the player at B passes the ball to the player at F, who runs diagonally forward on line BF. Ten passes are made. Number of passes made by passer to waist height is recorded. Number of passes accurately caught by the receiver is

recorded. This test is not as accurate as 1 and 2 because the element of judgment enters.

Shooting

1. The individual stands behind the free throw line. Ten tries for the basket are allowed. Number of successful shots is recorded.

2. Player with the ball stands behind the end line and directly under the basket. The individual taking the test stands on point F (Diagram 2). Simultaneously, on a given signal, the player at F runs diagonally forward toward the basket to meet the pass which comes from the player at point B. As soon as the ball is caught, the throwing motion for shooting begins. Ten tries are given. Successful shots are recorded.

3. The player stands at point F (Diagram 2), dribbles forward and shoots immediately after the recovery of the ball. Ten tries are allowed. Successful shots recorded.

Jumping and Reaching

The individual stands near a wall with the right side toward the wall, a piece of chalk in the right hand. The arm is reached as high as possible and a mark established on the wall. A jump is then made into the air. The individual makes a mark on the wall while in the air, at the highest possible point she can reach. The number of inches between the two marks is recorded.

Dribbling

1. Two parallel lines six feet apart are established. The individual stands behind one of the lines, (see Diagram 28), with the ball in both hands. At a signal, the player dribbles the ball forward and should recover the ball across the second line. It is a failure if the ball is not recovered or if the ball is recovered before both feet have crossed the second line. Ten tries are allowed.

2. Two parallel lines six feet apart are established. The individual stands behind one

of the lines with the ball in both hands. At a signal the player dribbles the ball forward across the second line, reverse pivots, and passes the ball. A stop watch records the time elapsing between the signal and the time the ball leaves the hand for pass after the pivot is made. It is a failure if ball is recovered before both feet have crossed second line. Best time made out of five tries is recorded.

Some coaches may find interest in keeping a record sheet of the play of each individual during scrimmage or in a match game, to know what each player is actually doing on the floor. The usual score sheet gives a record of the foul shots made or missed, the number of baskets scored, and the type and number of fouls committed. It might be of interest to check the goals missed from the floor to note whether they are close up or long shots, the percentage of intercepted passes made by each player, who is getting the rebound and the tip-off from center or held-ball.

If the play of each player is recorded on

PLAYER'S RECORD SHEET

NAME _____ TOTALS _____

Tip off	Held ball	lost
		won
	Center	lost
		won
Ball received from		center
		out of bounds
		held ball
		rebound
		own section player
Goals made		free throw
		arched
		banked
		from dribble
		from juggle
Goals missed		free throw
		arched
		banked
		from dribble
		from juggle
Dribble		successful
		lost
Fouls committed		personal
		technical
		intercepted passes
		fumbles

paper, the coach knows who needs correcting and instruction to develop further the team as a whole. The tabulation would need to be worked out in a type of short hand similar to that given by J. W. Caron in "Standardized Scheme for Scoring in Basket Ball." [1] A record sheet on which the tabulation is transcribed may stimulate the player to the further practice of the fundamentals necessary to strengthen her weak points. (See record sheet, p. 184.)

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CHAPTER XIII

PRESENTATION OF TECHNIQUE

It is difficult and impractical to outline a definite routine for the teaching of fundamentals and coaching, as the size of the group, needs of the players, and equipment vary extremely. There are, however, certain principles which should be observed in planning the practice program. These principles follow:

1. The lesson should develop after a careful study of the weak and strong points of the group as a whole.

2. The technique taught should be so selected as to bring about the correct balance between each phase of the game, offensive and defensive playing.

3. The time spent on the technique of the various plays should be in proportion to their frequency in the game.

XLII. TEACHING FUNDAMENTALS TO LARGE GROUP. DRIBBLE, RUNNING STRIDE STOP, REVERSE TURN, PASS RELAY. DRIBBLE MUST BE MADE ACROSS SPACE AND BALL RECOVERED ON THIS SIDE OF LINE. A FEW HAVE NOT COVERED THE DISTANCE.

XLIII. TEACHING FUNDAMENTALS TO LARGE GROUP. SAME RELAY AS XLII. THE REVERSE TURN HAS BEEN MADE FOLLOWING THE RECOVERY OF BALL AFTER DRIBBLE. CHEST PASS IS NOW MADE TO NEXT PLAYER IN LINE.

4. If the group is large, and few balls are available, the body mechanics of passing, shooting, pivoting, and stopping may be taught without the use of balls, so that the players may sense and locate the movement.

5. Immediately following the teaching of body mechanics without the use of balls, the group should be arranged in relay formation according to the number of balls, so that the actual situation with the ball is practiced.

6. Such formations should be used which keep as many as possible active and approach the game situation.

7. Combine individual technique plays in an effort to have the reflex use of them by the players, in game situations.

The following combinations of fundamentals are suggested for practice in relay or other formations.

Combinations of Catch and Pass

1. Catch at waist: pass chest or two-hand underhand from hip.

XLIV. TEACHING FUNDAMENTAL POSITION IN JUMPING FOR "TIE" BALL. NOTE THE RELAXED BUT "READY-FOR-ACTION" POSITIONS.

2. Catch overhead: pass two-hand overhead.

3. Catch at side: pass single or double underhand.

XLV. CHARGING. DEFENSIVE PLAYER HAS MAINTAINED HER ORIGINAL POSITION. PLAYER WITH BALL HAS CHARGED INTO THE DEFENSIVE PLAYER INSTEAD OF TAKING A REAR PIVOT OR REVERSE TURN BEFORE STARTING THE DRIBBLE.

4. Catch at right shoulder: pass single or double overarm pass.

5. Catch low at side: use loop or underhand pass.

6. Catch at left shoulder: pass double overarm or chest pass.

Combinations of Catch, Feint, Pass

1. Catch overhead: feint to pass overhead but bounce pass. (Good for out-of-bounds play.)

2. Catch at waist; feint pass to left by lunging left, then reverse lunge and single underarm pass (Illustration XXIX).

3. Same as two to opposite side.

Combinations of Catch, Stops, Pivots, Turns, Passes

1. Catch on running stride stop: reverse turn, pass.

2. Catch on jump stride stop: rear pivot, pass.

3. Catch on running stride stop: front pivot, pass.

Combinations of Catch, Feint, Pivot, Turn, Pass

1. Catch: feint a pass, reverse turn, pass.
2. Catch: feint a pass, rear pivot, pass.

Combinations of Catch, Dribble, Feint, Juggle, Pass or Shot

1. Catch: dribble, pass.
2. Catch: dribble, shoot.
3. Catch: juggle, pass.
4. Catch: juggle, shoot.
5. Catch: feint, shoot.
6. Catch: feint, dribble, shoot.
7. Catch: feint, dribble, pass.
8. Catch: feint, juggle, pass.
9. Catch: feint, juggle, shoot.

Combinations of Catch, Turns, Pivots, Dribble, Shot, Pass

1. Catch on running stride stop: reverse turn, dribble, pass.

2. Catch on running stride stop: reverse turn, dribble, shoot.

3. Catch on jump stop: rear pivot, dribble, pass.

4. Catch on jump stop: rear pivot, dribble, shoot.

5. Catch on running stride stop: front pivot, dribble, pass.

6. Catch on running stride stop: front pivot, dribble, shoot.

7. Catch: dribble, running stride stop, reverse turn, pass.

8. Catch: dribble, running stride stop, reverse turn, shoot.

The combinations given above should be practiced in formations which take the place of the game situation. The following may prove helpful:

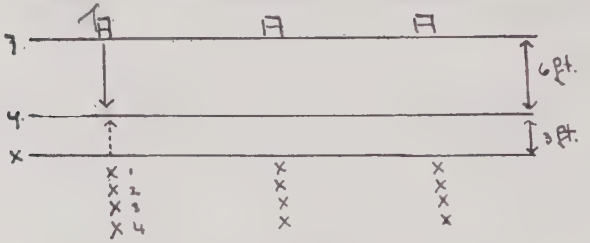

DIAGRAM 23

No. 1 in each line runs forward to meet pass and returns ball to "A." It is a foul if the girl does not meet the ball on the run. Ball should be received without crossing line "Y." This gives excellent practice in timing run, catching, and passing. Passes should be delivered from a point near the catching position. Player "A" should be changed after each relay.

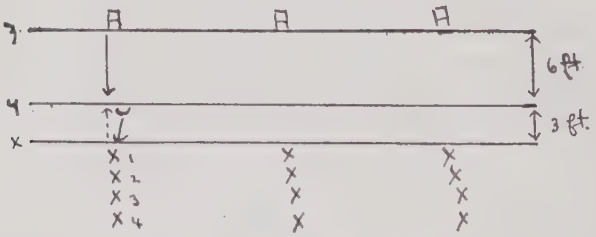

DIAGRAM 24

"A" passes to No. 1, who runs to meet ball, reverse turns, passes to No. 2 in line. No. 2 returns ball to "A" and No. 1 goes to end of line. "B" may be used to run forward to simulate a defense.

DIAGRAM 25

Players are in circle formation with one player in center. Circle players run in direction indicated. "A" passes in front of player on the run, who, after catching, stops and returns pass to "A." Speed of run should indicate speed of pass.

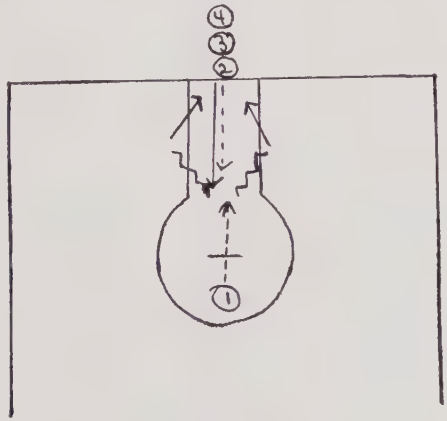

DIAGRAM 26

No. 1 receives the pass from No. 2. No. 2 immediately runs in and simulates a guard on defense. No. 1

~~dribbles~~ bounces either right or left and shoots. No. 2 takes position of No. 1; No. 3 takes position of No. 2, and No. 1 goes to end of line. Accurate passing and form in shooting from a ~~dribble~~ bounce are developed.

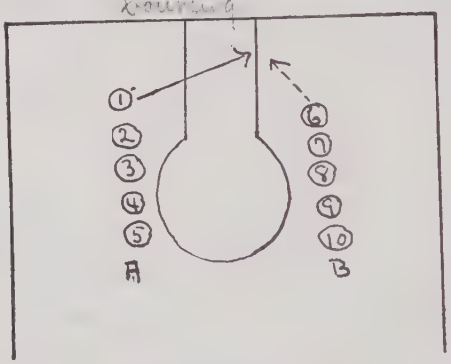

DIAGRAM 27

Line "A" passes, Line "B" shoots. No. 1 passes to No. 6, who runs in for pass, shoots, recovers ball, and passes to No. 2. No 1 goes to rear of line "B" and No. 6 to rear of line "A." Catching on the run, rebound play, and passing are developed.

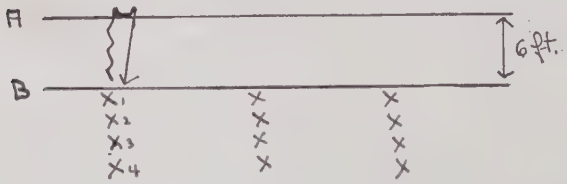

DIAGRAM 28

No. 1 has possession of ball. She takes a ~~dribble~~ bounce, which must carry her across line "A" before she re-

covers it on the rebound. She then takes a rear pivot or reverse turn and passes the ball back to No. 2.

Covering of space and accuracy in dribbling are developed, as well as learning the reflex use of turns or pivots and accurate passing. Same type of relay could be used for teaching juggle. If a rope is stretched across the gymnasium about eight feet high and a foot from line "B" toward "A," both the height and distance element could be practiced.

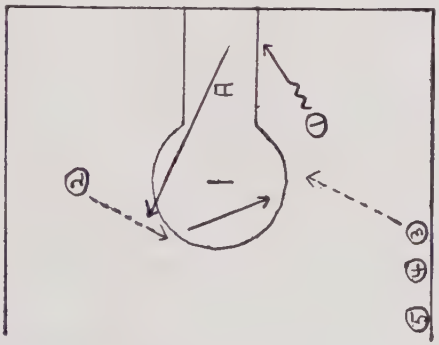

DIAGRAM 29

No. 1 dribbles and shoots. "A" is defensive player to go in for rebound which gives No. 1 competition. If either recovers the ball, it is passed to No. 2, who runs across the court. No. 2 bounce passes to No. 3, who runs forward to meet the pass. No. 1 takes No. 2's position; No. 2 goes to rear of line. Defensive player should be changed after several plays. Shooting from a dribble, rebound play, and meeting passes may be developed.

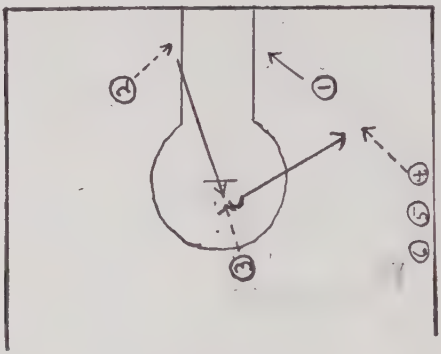

DIAGRAM 30

No. 1 shoots, No. 2 goes in for rebound, passes to No. 3, who takes rear pivot and passes to No. 4. Shooting from a run, meeting passes, and pivoting may be developed.

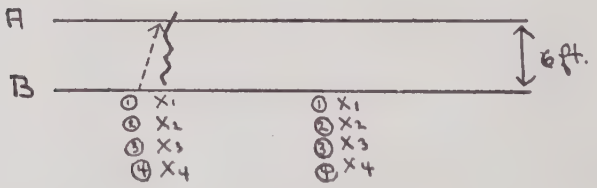

DIAGRAM 31

No. xl dribbles across space. No. 1 attempts to break up dribble (See Chapter X, p. 159). For each successful dribble across line "A," one point is scored for team X. For each successful "breaking up" of a dribble by team "O" one point is scored.

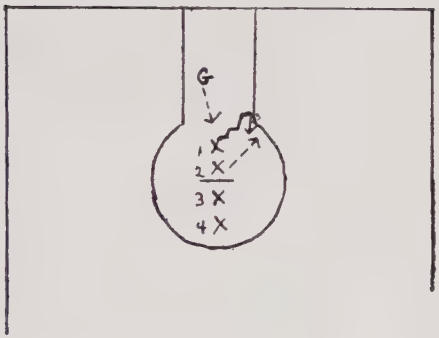

DIAGRAM 32

No. 1 ~~dribbles~~ bounces to left of oncoming guard, trailed by teammate No. 2. No. 1, on recovery of dribble, passes back to No. 2, who shoots.

If actual game situation formations are used to develop the fundamentals, interest may be maintained by all without actual scrimmage every practice period. The team formation plays (Chapters IX, XI) should be used after several weeks of fundamental formation plays.

The playing of elementary games involving basket ball fundamentals seems a waste of the practice period time. In high schools the elementary games should be given as a part of the regular physical education class period. It

seems reasonable that the player reporting for basket ball as an intra-mural sport should play basket ball. The game element and plenty of recreation may be had if formation plays involving the fundamentals are used. The following list of elementary or "lead-up" games are suggested for any who may wish to use them: [1]

1. Circle Ball.
2. Circle Ball Passing.
3. Circle Keep Away.
4. Tag the Ball.
5. Ball Passing.
6. Keep the Ball or Keep Away.
7. Twenty-one.
8. Five, Three, One.
9. Leader Ball.
10. End Ball.
11. Cover Ball.
12. Basket Team Ball.
13. Individual Basket Ball.
14. Line Captain Ball.
15. Score Ball.

[1] Note starred references at end of chapter in which the above listed games may be found.

16. Mass Basket Ball.
17. Pin Ball.
18. Captain Ball.
19. Nine-Court Basket Ball.

Scrimmage practice should be of short duration at the end of the practice period. In placing players for scrimmage it is best to have the superior players scrimmage together, allowing the mediocre and beginning players to play together. The superior players should be given the opportunity to assist in instruction of fundamentals and in refereeing the scrimmage practice of the other groups.

A suggested division of the practice time of thirty minutes:

Five Minutes: catching, passing, shooting.

Five Minutes: combination of advanced offensive fundamentals.

Ten Minutes: defensive fundamentals.

Ten Minutes: formation plays or scrimmage.

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CHAPTER XIV

POSITIONS

Before selecting individuals to play definite positions, it is best to allow each one to play the various positions as forward or guard in the two-court game, and the additional positions of either jumping or running center in the three-court game. An instructor or coach who has had playing and coaching experience knows more or less the aptitude of certain types of individuals after seeing them in action. For any of the positions it is necessary to be equipped with coördinated skills, and to be alert mentally. Many are the requisites necessary to be skilled in the playing of the positions. A player should never be satisfied with mediocre performance.

Forward

1. A forward must be swift on her feet and must be able to score. An expression frequently used which is very appropriate is, "The forward should have an eye for the basket."

2. A forward should master all body and foot movements; for the timing of her start to the open court to meet the ball is indicative of clever technique. It is of equal importance to elude the guard when in possession of the ball so as to be in a position to shoot.

3. Stops, starts, short dashes, sudden turns and pivots make for clever foot and floor work. To lose an opponent, positive changes of direction are more effective than running in circles. It is far more difficult for the guard if she is eluded by direct turns and angles.

4. On the tip-off the forward should wait until the ball reaches its height before running in for the receive, if she is the one to play the ball; otherwise the guard will have a greater opportunity to secure the ball because the

forward will be in her position too soon.

5. The forward should always be on the alert and move for a return pass. She should not play out to the side lines for a return pass unless she is acting as a pivot for a pass in the two-court game. She is not in a position to shoot when in the corners or near the side lines.

6. The ball should be passed as quickly as possible so the guard does not have time to cover. Catches should be clean-cut to avoid held-balls when the guard is close by.

7. One should not feel that she is the better forward if she happens to be the high scorer. It may be she is not giving her teammate an equal opportunity.

8. Besides being a speedy and an accurate shot, the forward must have great endurance and must coöperate perfectly with the centers and the other forward or forwards. She should be dependable, not easily excited, and should be strategic in her playing.

9. The moment the guards have possession

of the ball, the forward becomes a guard and should know and employ the individual defensive tactics.

10. If playing the two-court game and using the "five-man" defense, the forward should make a sudden dart for her position the moment a guard secures the ball (p. 170). Correct timing of the dash for interception is equally important.

11. Both sides of the court should be used.

12. Be an aggressive, elusive, clean-cut and accurate player.

Centers

Jumping Center

1. The ideal person for jumping center is a tall, rangy individual who has an abundance of stamina necessary for the constant jumping expected of her. Height is greatly needed in center for interception of any looped passes attempted to the forwards. However, selection should not be made for height alone, be-

cause it is most necessary that a center assist in general team play.

2. The center should have speed to enable her to get free for any pass from the guards or forwards.

3. The center must be just as good on the defense as on the offense. She is of great assistance in stabilizing the play of the team.

4. The center should be one who rises to the occasion when odds are against the team, and can get the ball to the forwards.

5. The jump center should be an expert at the jump, so that she can control the tip-off in order to make formation plays effective.

6. Observe the technique for jumping in Chapter VII, p. 105.

7. The ball should be tapped far enough and high enough so that the person receiving can secure the ball from the air. This makes for a faster game.

8. The jump center's energy should be conserved for jumping by playing the side center more than the jump center from scrimmage.

It is most wearing to jump to one's highest. If you can easily control the ball at tip-off, do not jump to your greatest height.

9. The tactics which are essential for individual defensive playing should be known (Chapter X, p. 153).

10. The center should train for the jump by touching an object which can be raised higher each day. Assume a jumping position beneath and spring into the air, having the entire body rise directly beneath the object with the assistance of the arm. Several tries a day are sufficient.

Running Center

1. The height of the running center is of little importance; it is necessary that she be aggressive on both the offense and defense.

2. In the three-court game the running center is usually the first player to receive the ball from planned plays at tip-off. The signals and the spot to receive the ball should be known.

3. The running center should have an abundance of vitality, as it is necessary for her to lighten the playing of the jumping center.

4. The entire center area should be used; do not restrict your movements to one side of the court.

5. Time should not be wasted by passing the ball to the jumping center when a forward is clear for a pass.

6. Be alert on all out-of-bounds plays, for you may be needed for a pass if the second player in either end court is heavily guarded.

7. The running center should keep clear for a return pass from a forward if the second forward is heavily guarded.

8. The running center position is an important one. The player should be chosen who is the best all round member of the team.

9. Individual offensive tactics should be known and used (Chapter VIII).

10. Individual defensive tactics should be known and used (Chapter X).

Guards

1. One tall, rather heavy guard and one shorter guard make for a good combination. The tall guard is necessary for rebound work and is effective in intercepting loose, looped passes. The shorter player makes an effective guard because this type usually has great speed in going in to intercept low, swift passes.

2. The guard should always attempt to play inside of her forward. In this position the guard covers less distance than the forward and is an aid in keeping the opponent in the outer edges of the court away from the ideal scoring area.

3. The forward should never be allowed to get between the guard and the basket, for according to rules guarding from the rear is not allowed, which leaves the forward free to shoot.

4. The individual guarding tactics as given in Chapter X should be known.

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CHAPTER XV

THE PLAYER

WHAT should be the Creed of a Good Sportswoman?

*G*ood sportsmanship is the foundation of all games.

*O*bserve the spirit of the rule as well as the letter.

*O*nly through team work can the game be perfected.

*D*on't hinder your team by playing when injured or physically unfit.

Sacrifice a good time for your health.

*P*lay fair—foul play is treachery.

*O*mit individual playing—let each player have her chance.

*R*espect the umpire's decision, always.

*T*ry to be a good winner as well as a good loser.

*S*trive to play for the sake of the game and not merely to win.[1]

[1] Formulated by a group of Smith College students.

How satisfying after a game, whether won or lost, to know one has maintained a high standard of excellence in conduct. In time, brilliant plays are forgotten—by the player as well as by the spectator; but the character traits that are formed through the wholehearted and genuine reactions to the play situations become an integral part of the personality and an important factor in shaping her life.

Naturally, the individual technique of the player is a determining factor in the success of a team, and is vital to the development of clean-cut team play. Players have a natural tendency to desire to get into scrimmage immediately and not bother with fundamentals. The joy of playing is greatly enhanced through the mastery of technique or playing habits. However, the development of individual tactics should be employed to perfect the team and not for individual starring.

Occasionally, a player has an exaggerated sense of importance, and hesitates to absent

herself when not in physical condition for fear of weakening the team. This is a great mistake, for by the absence of one player another is given the opportunity to develop, and thus the team is strengthened. Moreover, it is the health of the player that is desired, and no game is worth its sacrifice.

Fair play includes one's attitude and conduct in interpretation of rules, in the practice of healthful living, and in relationships with teammates, coach, and officials.

Joy and modesty should come with victory, and generosity with defeat. Play the game every minute. A true test comes when the player has courage to play her best in the face of defeat. It is always an honor to play, whatever the result of the game may be. After all, the joy comes in the playing, which should in itself be an ultimate and sufficient reward.

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CHAPTER XVI

OFFICIALS

The game of basket ball for women has enjoyed a steady growth in popularity since the adoption of uniform rules. The number of competent women officials has been far too few to take care of the situation. It is for this reason that men have been asked to officiate or have offered their services. Many of the men who officiate at girls' games have studied the rules for women and intelligently put them into effect.

The problem will approximate solution when better trained women instructors in the technique of the game, the spirit of the rules, and the method of officiating are in the field. Most major departments in physical education are offering courses in the technique of the sport, but do not stress the technique necessary for

the training of competent officials. If more opportunity in officiating were offered the student in the major departments and to students in the State Teachers Colleges, general improvement would be felt all over the country in the type of game played.

To be a thoroughly competent official the girl must have played the game herself, and frequently enough to understand the reactions of the players.

The following cardinal points may prove helpful:

Referee

I. Dress

An appropriate costume is one which distinguishes the officials from the players. With bloomers it is best to wear a sweater of vivid color or distinguishing pattern.

A pleated skirt, white blouse and light weight sport sweater are neat and comfortable, allowing maximum freedom.

Low-heeled sport shoes or preferably gym-

nasium shoes should be worn. Leather-soled shoes should be avoided, as they retard movement and slow up the game.

II. Promptness

The official should be dressed in costume at least ten to fifteen minutes before the time the game is scheduled. It is annoying to players and audience to wait for an official. Promptness makes for an organized audience and calm players.

III. Conduct

The official should assume a professional attitude toward the teams before and during the game. If any social contact is made before the game, it may be misconstrued. Naturally, one is to be impartial in all actions and decisions.

IV. Spirit of the Rules

The rules should be studied carefully and thoughtfully. If one is well informed on the

content of the rule one is more able to appreciate the spirit of the rule. Rules should be learned so well that a perfect repetition of the wording may be given if necessary. A copy of the official rules should be on hand to verify statements. The rules are made by a committee, but the interpretation is left to the discretion of the official. The attitude and intent of the player who commits a foul should be considered as much as the importance of the outcome of the game. An official oftentimes spoils a game by too technical officiating.

V. Interpretation to Players

It is wise for the official to call the players together in a corner of the gymnasium, or, better, in a small space or room away from the audience before the game is started, to acquaint them with her interpretation of the important rules. This practice gives the players an appreciation of her interpretation, which makes for better coöperation and spirit on the part of the players. They have a knowledge

of what to expect. If rules have been changed during the year, the players should be acquainted with the new rulings. To make certain of a fast game with little loss of time, the girls should be informed that when the whistle blows play is to stop, and the ball is to be passed to the official at once if there is doubt of the ensuing play. Announcement should be made that only the captains may converse with the officials during the game, with the exception that substitutes report position and team when entering the game. If any special ground rules are needed because of projection of gymnasium equipment, they also should be stated to the players.

VI. Position of Referee on Court

1. At Center.

The referee should stand to either side of the center players, preferably facing the timekeepers and scorers. The ball should be held between the center players before the toss up is made. Acquire the habit of throwing the

ball to approximately the same height each time. The whistle should be blown when the ball has reached its full height and is about to drop. After the ball has left the referee's hand, she should step backward toward the side of the court to avoid the play of the centers.

2. During Play.

Remain out of the immediate action of the play as much as possible. Play should be viewed from the side to avoid any interference. The ball should be followed swiftly from one end of the court to the other. Do not rely on distant judgment, but be near and to the side of the action. The audience may, because of their position, see a foul not easily observed by the referee. If remarks are heard a firm stand should be kept on the decision made.

3. During Foul Throws.

If space permits, the referee should stand out-of-bounds at the end of the foul lane directly behind the basket. From this position she can easily tell whether any one has com-

mitted a breach by stepping over the foul lane marks. If the ball goes through the basket or out-of-bounds, she is in a position to regain the ball immediately with little loss of time before putting the ball in play. If the ball misses and drops in the court, the position is one of advantage from which to watch the play.

If an umpire is assisting, the umpire should be located under the goal. The referee should stand near and back of the foul circle ready to receive the ball from the umpire if the goal is scored. This arrangement speeds up the game.

4. Jump Ball from Out-of-bounds.

When the ball is brought in from out-of-bounds for a "tie ball," the referee should stand with her back to the nearest side line allowing the three-foot distance from the side line. If the players to jump have assumed their positions elsewhere, they should come to where the referee is holding the ball. At any time during the game when a "tie ball" is called, stand with back to the nearer side line

so you may easily keep free of the playing zone.

VII. Assisting the Scorer

"The referee should announce each goal as made, indicating with raised fingers the point value of the goal." [1]

Time may be saved by pointing to the girl who has scored the basket, or announcing her name, if it is familiar, as well as the team scoring.

"Call fouls and administer all penalties, indicating personal fouls by raising right hand over head." [1] Frequently the scorer is not in a position to see the girl who has committed the foul. It is the scorer's duty to record all fouls. Assistance, with a saving of time, is rendered the scorer if the referee announces the name of the player committing the foul, if it is familiar, or designates her by placing the left hand on her shoulder.

The referee should announce the score at

[1] "Official Rules for Women."

the end of each half. The referee's duties do not terminate until after the announcement of the score, following the time-keeper's whistle.

VIII. Interpretation to Audience

If the game is played before a mixed audience, it is probable that many of the men are not familiar with the differences in rulings used by women. The people become more tolerant if they know the rules, especially the ones pertaining to guarding (personal and technical), court division, one bounce, and two hands to secure the ball. A lengthy lecture should not be attempted, but enough should be said to render the game understandable.

IX. Fouling Crowd

A good referee should know when to apply the foul penalty and do so. It is necessary for the referee to keep her poise and not to allow the audience to affect her decisions. Before fouling an audience for unsportsmanlike conduct, it is best, first, to warn them of the rule which permits the referee to do this.

X. Miscellaneous Points

1. If two persons are officiating and both call a foul simultaneously, the graver of the two should take precedence and be enforced.

2. If the referee is in a position on the court to handicap the action of the players, she should stop the game and throw the ball up between two players so as to give them an equal opportunity.

3. When the ball goes out-of-bounds, the referee should blow the whistle immediately and announce distinctly the player or team "out," so that each player may be alert to develop the play of the team, and the opponents "get set" for defense.

4. When a double foul is called, referee should indicate "time-out" to the timers.

5. Referee should be able to distinguish between charging and blocking. Very frequently the guard is charged with a blocking foul when it is the opponent who has charged into her; and vice versa. If the guard has assumed her position before a bounce forward is made by

the opponent, the guard is not fouling if contact is made. The player with the ball is charging. However, if the bounce is started and the guard comes in and stations herself in front of the player with the ball and contact ensues, the guard is definitely blocking.

6. The referee should know how to distinguish a one and two-point shot (See Official Rules).

7. If the time-keeper's signal sounds while the ball is in the air on a try-for-goal, the play continues until the ball has entered or missed the basket.

Umpire

The umpire should assist the referee. She should carefully watch for any personal fouls the referee may miss which will enable the referee to follow the ball closer. It is wise to allow the referee to call out-of-bounds when the ball is thrown over the line, so as to avoid confusion or a possible difference in decision. However, when a person in possession of the

ball steps out-of-bounds nearer the umpire than the referee, the umpire should be ready to indicate the person to the referee, if so requested.

The umpire should check up on the line fouls, but not to the detriment of the game; that is, if a forward is about to shoot and one of the guards steps over the division line, she should not award an out-of-bounds play to the forward. It is wasting time and not giving any particular advantage to the player. The greater penalty is certainly the opportunity for the forward in possession of the ball to score. If the ball is in active play at one end of the court, it is unreasonable to call a minor line foul which might be made at the other end of the court.

If the umpire calls a foul, she should designate to the scorer the offender and the type of foul committed.

The suggestions made to the referee regarding dress, promptness, conduct, and spirit of the rules apply also to the umpire.

The umpire should cover the side of the field opposite the referee. The positions for the umpire on foul throws is given under No. 3 of position of referee in court.

It is best for the umpire and referee to decide prior to the game the part each should have in officiating.

Often the umpire is in a position to retrieve the ball from out-of-bounds. She should make a point to do this so as to speed up the game.

In women's basket ball, changing of officials at half time is frequently done as a matter of courtesy. This practice is not official and seems unwarranted, since each official has definite duties and all are equally important.

Scorers

It is the usual custom for each team to be represented by its own scorer. The visiting team should be given the choice of official scorer or time-keeper.

One record book should be used by the official scorer and checked by the assistant.

The names of the players with the positions played by each should be entered before the game is started.

It is the duty of the scorers to record all goals made, field and foul, and record the fouls committed, personal or technical, by each player.

The scorers should notify the referee as soon as a player has one less foul than the number which according to the rules disqualifies her, so that the referee may in turn notify and warn the player. They should again notify the referee when the final and disqualifying foul has been committed, so that the referee may disqualify such player.

If the scorers are at variance as to the score at any time, they should refer the disputed point to the referee, who must decide the matter.

Time-keepers

Two time-keepers representing each of the two competing teams are assigned. If the

visiting team accepts official scorer, the home team should be represented by official time-keeper; or vice versa.

A time-keeper should be skilled in the use of a stop watch. Greater accuracy is possible if but one stop watch is used which is hung or placed in a position clearly visible to both.

The time-keepers should be seated near the center of the side lines nearest the umpire and facing the referee.

"The time-keepers shall note when the game starts, shall deduct time consumed by stoppages during the game on order of the referee, and shall indicate with gong or whistle the expiration of the actual playing time in each half or quarter." [1]

In case the signal fails to sound, the time-keepers go on the court and notify the referee.

If a whistle is used by the time-keeper, it should be of different tone from the one used by the referee or the one used by the umpire.

[1] Official Basket Ball Guide for Women, American Sports Publishing Company, 1926-27.

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CHAPTER XVII

HEALTHFUL LIVING

The overworked terms "conditioning" and "training" should mean the proper education of the individual which leads to a normal, wholesome state of living, not only during the basket ball season, but throughout life. The coach is the logical person to undertake the instruction of the girls in the principles and practice of healthful living. She should instruct the players in the fundamental requirements of diet, sleep, cleanliness, in the cause of underweight and the effect of fatigue, and in a normal attitude toward menstruation and the unwisdom of participating in strenuous activity during at least the first three days of this period.

Players should not be made to feel that a "special" training period is necessary during

the basket ball season. Ideally, basket ball, if played, should be a daily activity.

The old requirement of having every member of the playing group conform to the same diet seems ridiculous, inasmuch as individual needs vary greatly.

Diet

In general, players should eat and drink the foods that particularly agree with the individual. Heavy, greasy, highly seasoned foods and an excess of sweets should be avoided. The diet should consist of plenty of fresh fruits and vegetables. If meat is used, it should be partaken of sparingly.

Regularity of meals should be emphasized. The quantity of food eaten at regular meal times should be sufficient, so that eating between meals is not necessary.[1]

Overeating should be avoided; it results in sluggishness. Moderate eating at all times and

[1] Frances Hellebrandt: "Training Rules" and the Athletic Association, *American Physical Education Review*, September, 1927, p. 502.

especially the day of the game should be stressed.

Water

Water should be the principal liquid used. Plenty of water should be taken between meals. It is perhaps best not to drink too much with the meal. After practice or play, when the body temperature has become normal, it is well to drink plenty of water. This serves to flush the fatigue poisons from the body. Orange juice stimulates an appetite.

Sleep

Regular hours of sleep are all-important. The average number of hours of sleep necessary to refresh the body is eight. There are persons so constituted that they can keep in good physical condition with less than eight hours; whereas others need as many as nine or ten hours. It is a fallacy to think that sleep lost one night can be made up the following night. A hygienic sleeping position is one

in which the body is reclining on the right side with all joints flexed. In this position the body is perfectly relaxed. It is of utmost importance to have plenty of fresh air entering the sleeping room.

If a player reports that she does not sleep well at night, the cause of it should be determined. Excitement, overtiredness, worry, eye strain, digestive disturbance, lack of fresh air in the sleeping room, are some of the factors which may produce sleeplessness.

A rest or nap during the afternoon, if a game is to be played in the evening, is of value, for it is relaxing even if sleep does not come.

Cleanliness

Players should be taught to bathe or take a shower every day. It is not necessary to remain under the shower more than a few minutes. If a player is losing weight, she should take fewer baths, for they have an enervating effect.

After practice or a game, when the players

are perspiring freely, a warm shower should be taken, gradually reducing the temperature and ending up with a cold shower. In this way the pores are closed before going out doors so that there is less danger of taking cold. In cold weather it is wise to dress warmly after any shower before going out. The body should be thoroughly dried with a rough towel. Rubs are given to invigorate and stimulate as well as to prevent and remove stiffness.

Fatigue—Staleness

When a player appears to tire easily and lacks ambition, it is a symptom that excess fatigue poisons have accumulated in the body which the individual cannot easily throw off, due to a lowered physical resistance. The player should be advised to have plenty of rest and should not be allowed to practice or play. It is best that she does not even appear at the practice periods but spend that hour resting.

Symptoms of fatigue are easily discernible, as evidenced by loss of weight, nervousness and

irritability, loss of appetite, and inability to sleep. Scales should be available and a card posted nearby so that the players can register their weight before each practice period to make possible a definite check-up

The causes should be traced and the player given advice. The causes are usually found to be from one or a combination of the following: overwork, loss of sleep, mental strain or worry, functional disorders such as constipation and improper diet.

Menstruation

The normally healthy girl should be able to follow her general routine of living during her menstrual period. That does not mean, however, that she should participate in vigorous athletics. Even the healthy girl may feel some discomfort at this period and not be inclined to exert herself physically. Sufficient scientific knowledge does not yet exist to warrant the coach to allow the girls to play during at least the first three days of their menstrual

period. It may be that ninety-nine per cent of the girls would have no ill effects, and one per cent would. Yet it is important to protect even the one After all, we should be educating and fitting the girl for life. At present, it seems advisable to protect the girl to this extent.

Care of Minor Injuries and Ailments

There are many possible injuries and slight ailments of the players which may confront the coach throughout the season. The most frequent perhaps are floor burns, sprained ankles, knees and fingers, bruises to muscle tissue, and colds.

Floor Burns

An injury of this kind should be taken care of immediately, especially if the skin is broken, for there is danger of infection from dirt on the floor or from the clothing. The wound should be cleansed with an antiseptic soap and

water, a solution of lysol, or other good antiseptic.

Sprained Ankles and Knees

Ankles involving only a sprain of the ligament may have considerable swelling and discoloration. Cold water application for about five minutes should be followed by a bandage which gives some pressure around the joint. If there is great pain and restriction of movement, the player should be sent to a physician for treatment. Every coach should have as part of her equipment a First Aid Manual. Bandaging is as important in the prevention of sprains as it is in the treatment of sprains.

Sprained knees may result from a sudden stop and turn. If there is little pain and virtually no restriction of movement, the injury is slight. The application of heat, followed by massage, will give relief. If the injury causes swelling and great pain is felt when movement is attempted, the player should be treated by a doctor immediately.

Wrist, Thumb, and Fingers

Injury to wrist, thumb, and fingers is probably the most common but the least dangerous, though irritating to the player. Pain and swelling with a temporary loss of function characterize the sprain. After taping the injured member, the player is usually able to continue. If the injury is very painful, there is a possibility of a fracture, in which case the girl should be sent to a doctor for examination and possibly X-ray.

Muscle Bruises

The commonly called "Charley horse" and other bruises to muscle tissue is caused by direct blows to the muscle or by strains of the muscle during contraction.[1] Heat, massage, and rest is the best treatment for such injuries. Practice periods at the beginning of the season should be carefully graduated so as not to overtax the muscles before they are in condition.

[1] Ruby, J. Craig: "How to Coach and Play Basket Ball," Bailey & Himes, 1926, p. 30.

Colds

The coach should advise players who have a cold to get plenty of sleep, take a laxative, and drink plenty of water. Such players should be excused from practice and advised to take that period for rest. It is not only a treatment for the girl with a cold but is a preventive measure for the group in general. A more rapid recovery may be expected from treatment by a physician.

Sweaters or sweatshirts should be worn by all players when resting after practice, and exposure to drafts or directly to the air in front of an open window should be carefully avoided.

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CHAPTER XVIII

COMPETITION

We are living in an age of competition. Manufacturing, farm production, international trade, politics; in fact, virtually all activity contains the element of competition. The individual must be prepared to engage with others in some form or other of competition when he enters his life work. Modern woman has taken her place in the world: in business, in profession, in politics. She, too, must meet the situations as they exist.

Is it not the duty and privilege of education to equip her with the necessary ideals of co-operation, team play, fairness, honesty, tolerance, perseverance, calmness and control, appreciation of another's success, and all other attributes which make for a good sportswoman throughout life?

The game of basket ball can be played only when one team is competing against another. It is a highly organized team game in which the greatest element is competition. It is this element which has popularized the game with both boys and girls. It has its appeal to the innate fighting instinct which has been inherited for generations.

If all have to participate in competitive activities in the practical affairs of life, and education is preparation for life, it is reasonable to expect that education should provide equal opportunities for all to develop those character traits which succeed in competition. The much advocated intramural program of sports gives to all this opportunity.

Intramural Competition

An intramural athletic program simply means a program to include every girl. The question which looms immediately is how to get all of the girls interested. The first solution which might be offered, especially to the

high school group, is to plan the physical education program around a sports program, including dancing and individual corrective gymnastics. The distribution of time would need to be worked out for each situation. In most of the colleges and universities the student has a choice of the particular sport in which she is interested or for which she is best fitted physically. Participation makes for greater interest.

The greatest difficulty no doubt lies in the organization of groups into teams. A selected classification for high school might be color teams within the physical education classes and interclass and perhaps teams representing the "home room."

Classification for college or university women would differ greatly according to the situation on the campus. A classification such as made by Pauline Hodgson, at the University of Michigan, is suggestive of certain possibilities: (1) interclass, (2) interorganization, (3) interhour. In any classification scheme,

the group or gang feeling and loyalty of those already held together by other interests should be considered.

The type of tournament to be used should next be considered. A single elimination tournament is far from ideal because the losing teams have but one game to play. Their interest will naturally wane if further participation is not offered. If this type is used, a consolation tournament should be played for the losing teams. Every team should be given the opportunity to play several games before definitely eliminated from the tournament. Immediately the time and space element must be considered. The department which has a small staff can carry on such a program if it makes use of student leadership.[1]

This brings us to a consideration of administrative organization. Should girls organize and carry on their own activities? Considering that one of the aims of education is training for leadership, the girls should organize and

[1] Note starred references for types of tournament.

carry on their own activities. Such an organization does not mean that the coach is without responsibility, for her influence, advice, and tactful supervision are needed at all times if the student leadership organization method is to function ideally. Student leadership in athletics may be as successful in high school as it is in college under the Women's Athletic Association. In some high schools the organization of students is known as the Leaders' Club and in others as the Girls' Athletic Association.

Girls are capable, after training in fundamental skills, of appreciating good performance of members of the group and the comparative value of the players to a team. The girls should be allowed to select or divide the group into teams after a discussion of how to make a selection is given by the coach. Advanced players should be given the opportunity to assist in coaching and refereeing.

The following is a summary of the essential points to be kept in mind in organizing an

intramural program in basket ball or other sports:

1. A signed statement from the school medical inspector or family physician to the effect that the girl is physically fit to participate.
2. Every girl playing on a team.
3. The possibilities for leadership by the students.
4. The classification or organization of the various groups into teams.
5. The type of tournament used to give each team as many games as possible in so far as equipment, space and time permit.
6. All games to be played under girls' rules.
7. Trained women in direct supervision.
8. All officiating done by the girls, or women faculty members.

Interschool or Varsity Competition

After the intramural program is a workable and established fact and at least seventy-five per cent of the students are participating in the sports program and deriving the benefits we

set out to gain in matters of health and sportsmanship; then, and then only, should any consideration be given to interschool or varsity competition.

Miss Pauline Hodgson in her article presents the idea in the following paragraphs:

"If one group derives benefit from playing with another group at Michigan, if individual teams profit by contacts with others on their own campus, if interest and skill and leadership result from this organization 'within our walls,' might we not achieve all these benefits enhanced and multiplied by an extension 'outside our walls' to other universities?

"Every new contact, one individual with another, one group with another, one college with another, results in increased understanding. Each profits by exchange with the other. Girls have always been much more restricted in this respect than boys. Intercollegiate activities of boys, as organized on the varsity basis, leave much to be desired in this respect since only a small percentage do participate. That is beside the point in question, but there is no reason

that organization of girls' activity should follow the rather poor example set by the men.

"There are many possibilities of contact and interchange between groups. Athletics is only one. Music, debating, dramatics offer other opportunities. The mere meeting and entertaining of other groups is one in itself, the big one. Working from a comprehensive intramural program, representative groups in all these activities could be chosen and sent together to a neighboring school for a whole week-end or more of exchange and competition. That is we wouldn't send our 10 best basket ball players, but the team (with its mixture of good, bad and mediocre) that had worked as a team from the beginning of the season and had survived competition of 30 or more other teams.

"Not only would students profit by this interchange, but faculty members representing the various departments, advisers and deans, chaperons of sororities would develop new and deeper understanding of each other."

Individuals with educational standards should see the value of interschool competi-

tion of the kind suggested by Miss Hodgson in comparison with another which follows. The situation following was portrayed in a newspaper several seasons ago. It may be of interest to know that the practice periods were three hours a day and the playing was under men's rules.

"Real World Basket Ball at ———, July 3 and 4

"The eyes of all America will be on ———, July 3 and 4 when the international basket ball games for the championship of the American continent take place between the ———, ———, grads, who last year won the world girls' championship at the Olympic games, and the ——— ———, newly reorganized basket ball team, composed of players who were members of the ——— high school girls' team when they won the national championship from ——— girls a year ago.

"The ——— champions first challenged the ——— team, but after dates were set for the games in ———, they withdrew the challenge because of difficulty in financing the games.

The ——— girls, backed by the chamber of commerce and all civic clubs, renewed the challenge for games to be played there, agreeing to meet all local expenses and all expenses of the visitors.

"This was accepted, contracts signed, and games fixed for July 3 and 4, at 8:30 o'clock P.M. A special hardwood court 45x90 feet, outdoors, has been constructed at the Fair Grounds Park with a seating capacity of 5,000, and the entire arena, court and grounds will be brilliantly lighted.

"The ——— are using the new outdoor court for training, both day and night, and the visiting team is expected to arrive about July 1 so as to be able to train on the court several days.

"This will be the one great basket ball event of the decade in ———, and every lover of the sport should be out to witness the thrills of the games and back up the home girls for victory.

"Make your plans now to be among those present."

In the first we have all that is ideal and in

the second the sort of thing we are struggling to eliminate—the commercialization of a girls' team by men for the advertisement of the city or school.

It is of interest to know that the state directors of physical and health education of the state departments of education at the National Congress of American Physical Education Association in 1927 unanimously passed the following: "That we go on record as being opposed to national and state interscholastic basket ball tournaments for girls. We favor interclass and intergroup competition of a wide variety and physical education activities within the schools, supervised and coached by women instructors."

In summing up I feel I can do no better than to quote the *Suggestions for Safeguarding Girls Who Participate in High School Athletics,* by Daniel Chase.[1]

[1] At the time this was issued, Mr. Chase was Chief, Physical Education Bureau, New York State Department of Education.

Suggestions for Safeguarding Girls Who Participate in High School Athletics

"1. No girl should be allowed to play on a school athletic team in an interscholastic contest without (a) a signed statement from the school medical inspector or from the family physician to the effect that the individual is physically fit to participate; (b) a signed statement from parent or guardian giving the girl permission to compete. This statement should be obtained the day before each interscholastic contest.

"2. The coaching of the team must be in charge of a competent woman teacher, who shall be responsible to the Board of Education for the type of character training given and for the sportsmanship shown on and off the floor as well as the physical condition of the girls who play in any game.

"3. No school should organize a varsity team for contest with other schools until it has made provision for all girls to participate in this sport. The ideal should be extensive athletic

opportunities for all girls rather than intensive training for a selected few.

"4. Girls' rules should govern all interscholastic contests between girls' teams. Our aim should be to promote the type of activities for which girls and women are best adapted rather than to attempt to imitate the various forms of boys' athletics.

"5. Girls should not be permitted to participate in interschool contests until they have had an extended period of practice in interclass and intergroup games within the school. Without this experience and training the average girl is subjected to an intense nervous strain, which is apt to have harmful after-effects.

"6. Girls participating in interschool athletic activities should be required to live up to the same scholastic eligibilty rules laid down for boys.

"7. School authorities should assume responsibility for the conduct of spectators at interscholastic girls' contests, and should limit attendance at such contests to pupils and patrons of the school, and should not admit the general public unless it proves itself able

to live up to the highest ideals of conduct. The effect of a crowd of poorly educated spectators may easily offset weeks and months of careful training in sportsmanship and conduct. The importance of the social training that comes from athletic participation must never be lost sight of by school authorities responsible for its organization."

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